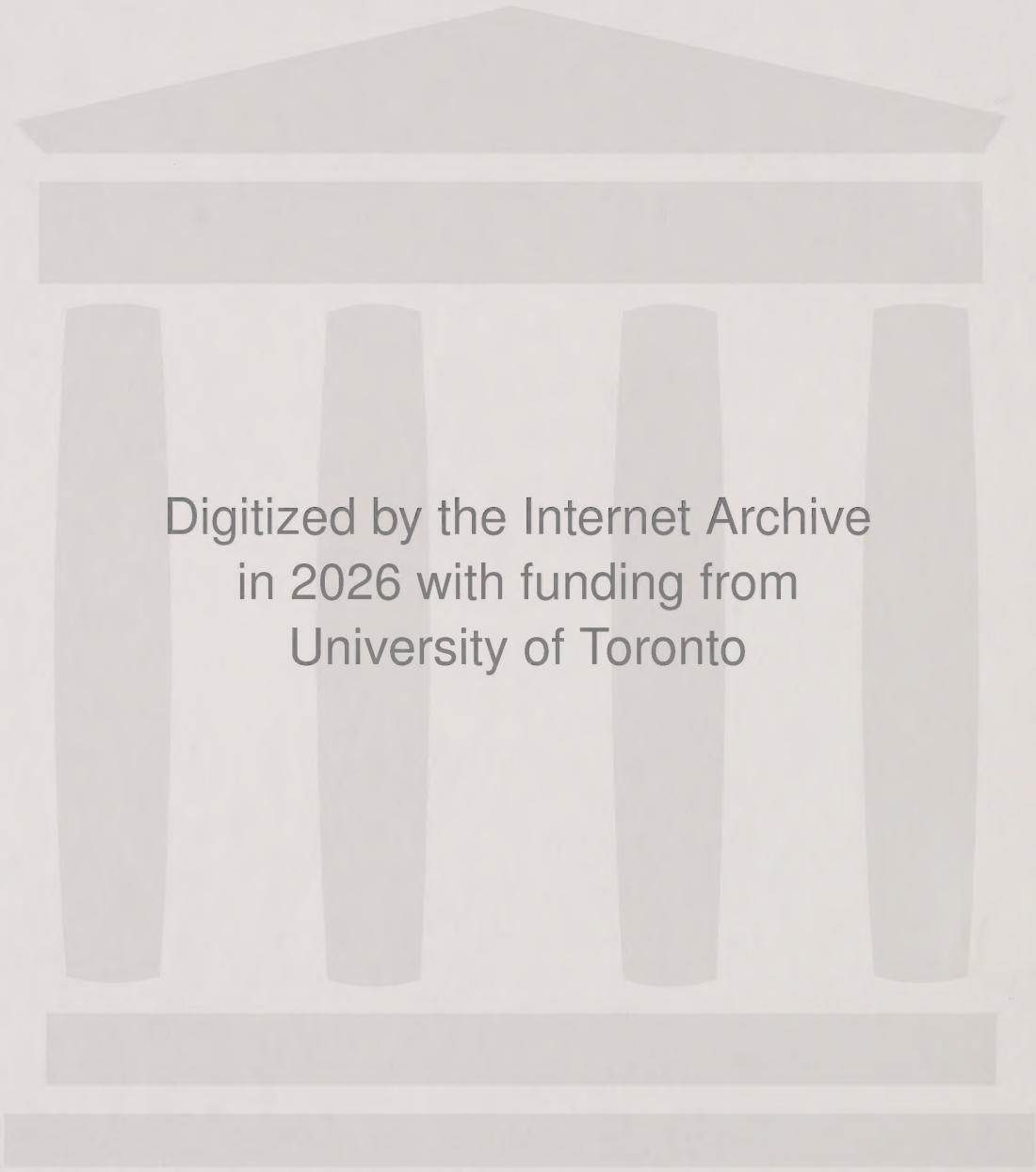
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Ontario Institute for Studies in Education
of the University of Toronto

Initial Teacher Education Calendar

2002/2003

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✦ Initial Teacher Education Programs

Bachelor of Education and Diploma in Technical Education/ Ontario Teachers' Certificate of Qualification Programs

Admissions	416-926-4701
E-mail:	admissions@oise.utoronto.ca
Website:	www.oise.utoronto.ca/admissions
Registered Students	416-926-4742
E-mail:	admitted@oise.utoronto.ca
Transcripts & Records	416-926-4743
E-mail:	transcripts@oise.utoronto.ca
Fax	416-923-7834

Master of Arts in Child Study and Education/ Ontario Teachers' Certificate of Qualification Program

(See information on Graduate Studies in Education below)

Master of Teaching in Human Development and Curriculum/ Ontario Teachers' Certificate of Qualification Program

(See information on Graduate Studies in Education below)

✦ Continuing Education Program for Teachers

Admissions & Registration	416-926-4762 **OR** 1-800-443-7612
Transcripts & Records	416-926-4743
Fax	416-923-7834
E-mail:	aq@oise.utoronto.ca
Website:	www.oise.utoronto.ca/

✦ Graduate Studies in Education

Admissions & Registration	416-923-6641 ext. 2663/2664 **OR** 1-800-785-3345
Transcripts & Records	416-978-2383
Fax (Grad Studies)	416-323-9964
Fax	416-926-4725
Cable Address	OISETOR
E-mail	gradstudy@oise.utoronto.ca
Website:	www.oise.utoronto.ca/

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Important Notices

Academic Year

The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August.

"Full-year" courses refer to courses which run through both the Fall and Winter Sessions.

Admissions Policy Statement

In keeping with the Policies and Principles for Admission to the University of Toronto, OISE/UT is dedicated to admitting qualified candidates who reflect the ethnic, cultural and social diversity of Metropolitan Toronto, Ontario and Ontario Schools.

Applications are encouraged from visible minority group members, persons with disabilities, women in non-traditional subject areas, males interested in primary school teaching, Aboriginal persons and native speakers of French.

Admission of International Students

OISE/UT welcomes qualified international students. Efforts are made to meet their special needs insofar as resources permit. International students and others who are not candidates for an Ontario Teachers' Certificate of Qualification must comply with such conditions of admissions as the Faculty Council of OISE/UT may determine.

Changes in Programs of Study and/or Courses

The programs of study which our Calendar lists and describes are available for the year(s) to which the Calendar applies. They may not necessarily be available in later years. If the University or OISE/UT must change the content of programs of study or withdraw them, all reasonable possible advance notice and alternative instruction will be given. The University will not, however, be liable for any loss, damages, or other expenses that such changes might cause.

For each program of study offered by the University through OISE/UT, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrollment limitations, pre-requisites and co-requisites, grading policies, requirements for promotion and timetables without prior notice.

Course Weights/Hours

One full course (1.0) = a minimum of 72 contact hours
One half course (0.5) = a minimum of 36 contact hours

Copyright in Instructional Settings

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

Criminal Record Report

The Ontario College of Teachers (OCT) is responsible for the licensing and regulation of the teaching profession in the public interest. In order to provide increased protection for elementary and secondary students in Ontario schools and to help to ensure that teachers are worthy of the trust placed in them by students, parents and colleagues, the College requires that all new teacher education graduates who will be applicants for OCT membership and teacher certification (O.T.C. of Q.), provide an original Criminal Record Report and an Applicant's Declaration about their suitability for registration.

NOTE: An original Criminal Record Report may also be required by School Boards at the time of Practicum Placements and thus we would strongly advise students to have this report done in preparation for this. Note that the report is valid for 6 months only. Students in the Master of Arts in Child Study and Education and the Master of Teaching programs will need to obtain the report in each year of their program.

If you have concerns about a Criminal Record Report which might prevent you from meeting this teacher certification requirement, please contact the Ontario College of Teachers at 416-961-8800.

Enrolment Limitations

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the Calendar, and to withdraw

courses or sections for which enrolment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

Ontario Teacher Qualifying Test

The Ontario government has introduced a new requirement for the O. T C. of Q. - an entry to the profession test called the Ontario Teacher Qualifying Test. Effective January 1, 2003, applicants to the OCT must write and pass the test. The test assesses knowledge of Ontario curriculum, teaching skills and strategies, assessment strategies, learning theory, special education, classroom management, the use of educational technologies, and legislation relevant to teaching in Ontario. Assessment reflects expectations for a teacher entering the profession in Ontario.

Person I. D. (Student Number)

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to Person I. D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I. D. numbers.

Regulations and Policies

The University has several policies which are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so.

In applying to OISE/UT the student assumes certain responsibilities to the University and to OISE/UT and, if admitted and registered, shall be subject to the rules, regulations, and policies cited in the Calendar, as amended from time to time.

Rules and regulations relating to the OISE/UT Bachelor of Education and Diploma in Technical Education programs are displayed in this Calendar. Applicable University policies are either fully displayed or listed in the Calendar (see pages 66 - 88)

Satisfactory Evidence of Freedom from Active Tuberculosis

Applicants who receive an offer of admission to the OISE/UT initial teacher education program will be required to submit satisfactory evidence of freedom from active tuberculosis (required by the Ontario College of Teachers) before registration.

The test must:

a) be done during the 12 months prior to the start of the program

b) clearly show the date(s) when the tuberculin test was administered and include one of the following results:
- a negative tuberculin or 'skin test',

OR
- a positive tuberculin or 'skin test', followed by a normal chest x-ray,

OR
- a normal chest x-ray

If the stated result is anything other than one of the above three, candidates must provide a written statement from their doctor indicating that they are not a health risk and that they can be in close contact with children. This written statement must be on letterhead and include the candidate's full name.

c) show the name of the doctor or testing agency

d) be signed and dated by an authorized health professional currently practicing in Canada.

NOTE:

- Immunization cards and self-evaluated test results are not acceptable.
- Candidates will not be allowed to attend the program if the proof of freedom from active tuberculosis is missing, incomplete or unacceptable to OISE/UT.
- Students in the Master of Arts in Child Study and Education and the Master of Teaching programs are required to submit proof of freedom from active tuberculosis at the beginning of each year of their program.

Sessional Dates and Deadlines

✦ Bachelor of Education

✦ Diploma in Technical Education

Please note the following:

- ✦ The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August.
- ✦ In the following schedule of Sessional Dates and Deadlines, "full-year" courses refer to courses which run through both the Fall and Winter Sessions.

2002

June 18	Registration/Orientation - Technological Studies Apprenticeship Program (TSAP)
June 19 - July 31	Technological Studies Apprenticeship Program (TSAP), In-Faculty Module 1
September 2	Labour Day (University closed)
September 4, 5	Registration - Bachelor of Education and Diploma in Technical Education Programs
September 9	Fall Session begins
September 20	Last day for course and section changes for Fall Session and full-year courses
October 14	Thanksgiving Day (University closed)
October 16	Practicum Preparation (I/S and Technological Studies)
October 21-23	Orientation to Schools (I/S and Technological Studies)
October 24-25	Practicum Seminar and C & I classes (I/S and Technological Studies)
October 28-November 7	Practicum (I/S and Technological Studies)
October 28-November 22	Practicum (P/J and J/I)
October 31	Deadline for reporting immigration status changes affecting International Student Fee Exemptions for the Fall Session
November 8	Practicum Seminar (I/S and Technological Studies)
November 11-22	Practicum (I/S and Technological Studies)
November 15	Deadline for withdrawing without academic penalty from Fall Session courses
November 20	Fall Convocation – B.Ed and Diploma in Technical Education (7:00pm)

2002 Continued

December 16-19	Employment Preparation Conference
December 19	Fall Session ends
December 23-January 3	University closed

2003

January 6	2003 Winter Session begins - classes resume
January 15	Second installment of fees due
January 17	Grades for 2002 Fall Session courses to be submitted to the Registrar's Office
January 17	Last day for course and section changes for Winter Session courses
January 30	Deadline for reporting immigration status changes affecting International Student Fee Exemptions for the Winter Session
February 5	Teaching Profession Day (all divisions)
February 17-18	Practicum (I/S and Technological Studies)
February 20-March 7	Practicum (P/J and J/I)
February 19-21	Classes (I/S and Technological Studies)
February 24-March 7	Practicum (I/S and Technological Studies)
March 10-14	March Break in the Ontario school system - no OISE/UT classes
March 17-28	Practicum (all divisions)
March 31	Deadline for withdrawing without academic penalty from Winter Session and full-year courses
April 17	Classes end
April 18	Good Friday (University closed)
April 28	Internship begins
May 2	Grades for 2003 Winter Session and full year courses to be submitted to the Registrar's Office
May 19	Victoria Day (University closed)
May 29	Internship ends
May 30	In-faculty Internship Day
June 13	Grades for the 2002/2003 academic year available on ROSI (via SWS)
June 18 - July 31	Technological Studies Apprenticeship Program (TSAP) In-Faculty Module 2
June TBA	Spring Convocation

Sessional Dates

✦ Master of Arts in Child Study and Education

✦ Master of Teaching in Human Development and Education

NOTE: Students in these programs are subject to the rules and regulations of the School of Graduate Studies and should refer to the OISE/UT Bulletin and the School of Graduate Studies Calendar for full details. For definition of Academic Year please see page 3.

2002

July 31	Deadline for adding 2002 Fall Session and full-year courses, without instructor's approval. After this date, instructor's approval at the beginning of classes is required
August 5	Civic Holiday (University closed)
August 9	Last day of 2002 Summer Session, second term lectures
August 30	Recommended date for payment of fees for the 2002/03 academic year
September 2	Labour Day (University closed)
September 5	Deadline for submission of Individual Reading and Research course approval forms for 2002 Fall Session and full-year courses, to be submitted to the Registrar's Office, Graduate Studies Registration Unit
September 9	Lectures begin for the 2002 Fall Session and full-year courses
September 13	Deadline for 2002/03 Fall/Winter Session registration. After this date, a late registration fee will be charged
September 13	Final date to request a deferral of admission from the 2002 Fall Session to the 2003 Fall Session
September 14	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for master's degrees to be awarded at Fall Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
September 20	Grade submission date for 2002 Summer Session, second term courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date
September 20	Deadline for INC designation for 2001 Fall Session courses to be changed to a regular grade or a failure
September 27	Deadline for adding 2002 Fall Session and full-year courses
October 4	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2003 Winter Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses
October 4	Final date for Special Students to submit application forms and all pertinent documents for application to the 2003 Winter Session

2002 Continued

October 14	Thanksgiving Day (University closed)
October 15	Deadline for M.Ed. M.A.(T), M.T. and M.A. (Child Study and Education) students to request convo cation in March (in absentia) or in the Spring if **all** degree requirements will be completed in the 2002 Fall Session
November 1	Deadline for withdrawing from 2002 Fall Session courses without academic penalty
November 1	Final date to request a change of start date from the 2002 Summer Session and the 2002 Fall Session to the 2003 Winter Session
November 20	Fall Convocation - Ed.D., M.Ed., M.A.(T), M.T. (7:00pm)
November 21	Fall Convocation - Ph.D., M.A. (7:00pm)
December 2	Deadline for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2003 Summer Session, the 2003 Fall Session and the 2004 Winter Session. While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs or courses.
December 2	Deadline for receipt of applications for a 2003 Fall Session and 2004 Winter Session Graduate Assistantship (for full-time study only)
December 6	Last day of lectures for the 2002 Fall Session
December 6	Deadline for adding 2003 Winter Session courses, **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required
December 15	Deadline for submission of Individual Reading and Research course approval forms for the 2003 Winter Session to be submitted to the Registrar's Office, Graduate Studies Registration Unit
December 16-19	Employment Preparation Conference
December 23-January 3	Christmas/New Year (University closed)

2003

January 6	Lectures begin for the 2003 Winter Session
January 10	Deadline for registration for students beginning their programs in the 2003 Winter Session. After this date a late registration fee will be charged
January 10	Final date to request a deferral of admission from the 2003 Winter Session to the 2004 Winter Session
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive one year of the required "full-time study" credit towards the Ph.D. (This date is crucial for meeting School of Graduate Studies deadlines)
January 17	Deadline for master's degree students who completed degree requirements in the 2002 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
January 17	Grade submission date for the 2002 Fall Session courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date

January 17	Deadline for INC designation for 2002 Winter Session courses to be changed to a regular grade or a failure
January 24	Deadline for adding 2003 Winter Session courses
February 15	Deadline for M.Ed. M.A.(T), M.T. and M.A. (Child Study and Education) students to request convocation in Spring if **all** degree requirements, comprehensives and/or research will be completed in the 2003 Winter Session
February 28	Deadline for withdrawing from the 2003 Winter Session and full-year courses without academic penalty
March TBA	Graduation "in absentia"
March 7	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2003 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs or courses
March 7	Final date for Special Students to submit application forms and all pertinent documents for application to 2003 Summer Session, first term
March 10-14	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)
March 14-18	Registrar's Office begins mailing course selection forms for continuing students for the 2003 Summer Session, 2003 Fall Session and the 2004 Winter Session
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 11	Last day of 2003 Winter Session and full-year lectures
April 18	Good Friday (University closed)
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
April 30	Continuing students should select courses for the 2003 Summer Session, the 2003 Fall Session and the 2004 Winter Session prior to this date. Maximum enrolment may be reached in some courses well before this date
May 2	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2003 Summer Session, second term, **and** the 2003 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses
May 2	Final date for Special Students to submit application forms and all pertinent documents for application to 2003 Summer Session, second term **and** the 2003 Fall Session
May 19	Grade submission date for 2003 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date
May 19	Deadline for INC designation for 2002 Summer Session courses to be changed to a regular grade or a failure
May 19	Victoria Day (University closed)
June TBA	Spring Convocation

Faculty

Dean

Michael G. Fullan, Ph.D. (Toronto)

Associate Deans

Kenneth Leithwood, Ph.D. (Toronto)
Cecilia Reynolds, Ph.D. (Toronto)
N. Carol Rolheiser, Ph.D. (Oregon)

Bachelor of Education/Diploma in Technical Education Programs

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Institute of Child Study

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Richard Volpe, Ph.D. (Alberta), Prof.
Dale Willows, Ph.D. (Waterloo), Prof.

Institute of Child Study, Laboratory School

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Anne Cassidy, Dip.C.S. (Toronto)
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Julie Comay, Dip.C.S. (Toronto)
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John W. MacDonald, Ed.D. (Harvard)
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Keith A. McLeod, Ph.D. (Toronto)
Solveiga Miezitis, Ph.D. (Toronto)
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Philip Nagy, Ph.D. (Alberta)
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Graduate Studies

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Jo Paul, Assistant Registrar, Registration and Records

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History and Function of the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

On July 1, 1996, the Ontario Institute for Studies in Education (OISE) and the Faculty of Education (FEUT) were integrated to form a new faculty within the university called the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). The following is an historical view of each of the two integrated institutions, their previous relationship and the vision and mission of the new institution - OISE/UT.

The Faculty of Education (FEUT), University of Toronto Schools (UTS), and the Institute of Child Study (ICS)

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1890 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools (UTS) to serve as a practice school or a laboratory school. While UTS has consistently offered an excellent academic program, its involvement in the teacher education program of the Faculty of Education has varied greatly over the years.

The Institute of Child Study (ICS) was founded in 1926 as the St. George's School of Child Study, the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres, and in 1971 it became a constituent part of the Faculty of Education.

The previously described pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated the Ontario College of Education (OCE), University of Toronto. In the following years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years, the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to the Ontario Institute for Studies in Education (OISE). In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory Board. By the same agreement, the name was changed to The College of Education, University of Toronto. The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968.

Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT). In 1976, ICS began offering a two-year child development-based initial teacher education program. Establishment of the Laidlaw Research Centre at ICS in 1992 further strengthened the link between research and teacher education.

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In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching - M.A.(T.) and M.Sc.(T.) - were approved. The unique feature of these programs has been their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an M.A.(T.) program in English and an M.Sc.(T.) program in Mathematics were initiated. The M.Sc.(T.) program was discontinued in 1992.

In January 1995, the Royal Commission on Learning in its final report, *For the Love of Learning*, recommended "that the consecutive program for teacher education be extended to two years". In February 1995, the Ministry of Education and Training endorsed this recommendation and called for proposals for two-year, initial teacher education pilot programs to begin in September 1995. In response to this call a program based on six key images of the effective teacher was approved by FEUT Faculty Council and the university's Academic Board. The program was in effect for the 1995-1997 period only and was available to up to 60 Elementary students and up to 60 Secondary students.

Ontario Institute for Studies in Education (OISE)

OISE was established in 1965 by a special act of the Ontario legislature to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. OISE had also been a major centre of educational research and development in Canada. OISE's exclusive focus on graduate studies, research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues.

OISE offered graduate programs leading to the M.Ed., M.A., Ed.D., and Ph.D. degrees through its seven academic departments. Most courses were offered on campus, but some (about 25 per year) were offered through OISE's Field Centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the university's School of Graduate Studies (SGS); graduating students received University of Toronto degrees.

OISE conducted major research and development projects through its internal research centres, its departments, and its Field Centres located across the province. In addition to its faculty, OISE had a professional research staff to assist in carrying out its research and development mandate.

Over the thirty years since its establishment, OISE developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission. From its inception, its faculty and students undertook studies addressing educational theory, policy and practice from early childhood to adult and higher education, in local, national, and international settings (including a Francophone setting), reflecting the scholarly traditions of many disciplines. OISE had also made a significant contribution to the development of critical theory in education and to feminist studies in education. Through its Field Centres, OISE maintained an important presence throughout the province.

The Relationship Between OISE and FEUT

In general, OISE and FEUT each pursued their mandates and activities separately from 1965 on. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration.

In 1983, the University of Toronto and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue the matter. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the university was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE,

FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

The Establishment of OISE/UT

In February, 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field.

Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by the Ontario Institute for Studies in Education, the Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the **Ontario Institute for Studies in Education of the University of Toronto (OISE/UT),** began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It enjoys full status as a major organizational unit of the University with all the rights and responsibilities pursuant to which individual university faculties hold such status. Its departments are members of Division II (Social Sciences) of the University's School of Graduate Studies.

Vision

OISE/UT strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE/UT is a centre of excellence for graduate studies, research, field development, initial and continuing teacher education in Ontario. It also is a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Mission

OISE/UT is committed to the study of education and matters related to education in a societal context in which learning is a life-long activity. Its mission emphasizes equity and access and the improvement of the educational experiences of people of all age levels and backgrounds. It includes partnerships with others to address a wide array of problems, drawing upon the insights of academic disciplines and professional perspectives. OISE/UT is dedicated to national pre-eminence and international distinction in graduate studies, initial and continuing teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 - 1996

Directors of the Ontario Institute for Studies in Education

R.W.B. Jackson	1965 - 1975
C.C. Pitt	1975 - 1980
B. Shapiro	1980 - 1986
W. Pitman	1986 - 1992
A. Kruger	1992 - 1995
A. Hildyard	1995 - 1996

Dean of OISE/UT

M.G. Fullan	1996 -

Summary of Programs Offered by OISE/UT

OISE/UT offers teacher education at several levels. These are summarized below. This Calendar pertains to the Initial Teacher Education Programs only. Information regarding the Continuing Education Program and the Graduate Studies Programs can be obtained from the addresses listed herein.

Initial Teacher Education Programs

Initial teacher education programs provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required. These programs lead to the Ontario Teachers' Certificate of Qualification (O.T.C. of Q.).

Bachelor of Education Degree

Four concentrations are offered:

- ✦ Primary/Junior
- ✦ Junior/Intermediate
- ✦ Intermediate/Senior
- ✦ Technological Studies

Diploma in Technical Education

This program is for candidates who have specialized knowledge and training in technological areas and who wish to teach in their area of expertise in the Intermediate and Senior divisions. (see also page 37 regarding the B.Ed. degree)

Master of Arts in Child Study and Education

Two concentrations are offered:

- ✦ Primary Education
- ✦ Special Education

Master of Teaching in Human Development and Curriculum

Two concentrations are offered:

- ✦ Primary/Junior Education
- ✦ Junior/Intermediate Education

The Continuing Education Program

The Continuing Education Program for Teachers offers, through part-time study, an extensive range of courses leading to additional qualifications approved by the Ontario College of Teachers for holders of the Certificate of Qualification and Certificate of Registration.

Teachers who have received their teacher education outside of Ontario, who have been directed by the Ontario College of Teachers to take professional courses may apply for admission to Basic Divisional Qualification courses or basic level Technological Studies courses only. Such candidates must first attend an orientation/information session at OISE/UT and are required to submit evidence of an acceptable level of proficiency in oral and written English as detailed on pages 66 - 68.

The Continuing Education courses offered in the Summer Session and the Winter Evening Session, depending on resources and demand, are as follows:

- ✦ Basic Divisional Qualification courses (Primary, Junior, Intermediate, Senior)
- ✦ One-session courses
- ✦ Three-part courses
- ✦ Honour Specialist (General Studies)
- ✦ Technological Studies (Basic, Advanced)
- ✦ Honour Specialist (Technological Studies)

For Applications and Further Information:

OISE/UT Registrar's Office
Continuing Education Unit
252 Bloor Street West, Room 4-485
Toronto, Ontario M5S 1V6
Telephone: 416-926-4762
Telephone: 1-800-443-7612
Fax: 416-923-7834
E-mail: aq@oise.utoronto.ca
Website: www.oise.utoronto.ca/

Graduate Studies in Education

Graduate programs leading to M.Ed., M.A., M.A.(T), M.T., Ed.D. and Ph.D. degrees are offered through OISE/UT's five departments:

- ✦ Adult Education, Community Development and Counselling Psychology (AECDCP)
- ✦ Curriculum, Teaching and Learning (CTL)
- ✦ Human Development and Applied Psychology (HDAP)
- ✦ Sociology and Equity Studies in Education(SESE)
- ✦ Theory & Policy Studies in Education (TPS)

With the exception of the M.A. in Child Study and Education and the Master of Teaching in Human Development and Curriculum, graduate degrees in education at OISE/UT do not carry Ontario teacher certification.

For Applications and Further Information:
OISE/UT Registrar's Office
Graduate Studies Unit
252 Bloor Street West, Room 4-485
Toronto, Ontario, Canada M5S 1V6
Telephone: 416-923-6641, Ext. 2663 or 2664
Telephone: 1-800-785-3345
Fax: (Grad. Studies) 416-323-9964
Fax: 416-926-4725
Cable Address: OISETOR
E-mail: gradstudy@oise.utoronto.ca
Website: www.oise.utoronto.ca/
Website: http://ro.oise.utoronto.ca

Laboratory Schools

The University of Toronto Schools (UTS)

The University of Toronto Schools (UTS) is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study and experimentation. Resources of the school are available to staff and students of OISE/UT for teaching practice, demonstration, and experiment.

For Further Information:
The University of Toronto Schools
371 Bloor Street West
Toronto, Ontario M5S 2R7
Telephone: 416-978-3212
Fax: 416-978-6775
Website: www.uts.oise.utoronto.ca

The Institute of Child Study (ICS)

The Institute of Child Study (ICS) operates a laboratory school which is a day school for children 3 to 12 years of age, and an Infant Centre. Both serve as resources for students in the M.A. in Child Study and Education program and for research activities.

For Further Information:
The Institute of Child Study
45 Walmer Road
Toronto, Ontario M5R 2X2
Telephone 416-978-3457
Fax 416-978-6485
E-mail: erentzelos@oise.utoronto.ca
Website: www.oise.utoronto.ca/ICS

Bachelor of Education Program

✦ Primary/Junior (P/J)

✦ Junior/Intermediate (J/I)

✦ Intermediate/Senior (I/S)

Ontario Teachers' Certificate of Qualification (O.T.C. of Q.)

Candidates who are Canadian citizens or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers, and who meet all requirements of the programs, may be recommended to the Ontario College of Teachers for a Certificate of Qualification (O.T.C. of Q.) which qualifies them to teach in Ontario schools.

Admission Requirements

Applicants must hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, conferred not later than the fall convocation in the year of registration at OISE/UT. An approved degree must include at least 15 full-year courses or equivalent.

Preference is given to those who have attained a high academic average in a four-year degree program and to those with relevant experience which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand. Applicants must also have met the English Language Proficiency Policy requirements.

Documentation

Each applicant must submit the following:

- a completed Ontario Universities' Application Centre (OUAC) application form with the required application and service fees attached.
- an official transcript of all degree credit courses completed to date of application.
- evidence of an acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 66 - 68).
- a completed OISE/UT initial teacher education Applicant Profile.
- a photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.
- a photocopy of a certificate of change of name, where applicable.

NOTE:

- Documentation in a language other than English or French must be accompanied by an official translation. All applicants, especially those who are submitting academic documents from other countries, should be aware that assessment of academic standing by OISE/UT is for admissions purposes only. The Ontario College of Teachers is not obliged to accept our assessment of your academic background and will make its own evaluation for certification purposes.
- Applicants who receive an offer of admission to the OISE/UT initial teacher education program will be required to submit satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers) before registration. See page 4 for details.
- Criminal record screening is required for certification by the Ontario College of Teachers. See page 3 for details.

Applications and Further Information

Application forms and full instructions for applying may be obtained from the address below. Forms are also available on request from most Ontario university placement offices, normally beginning in September of the year prior to registration.

OISE/UT Registrar's Office
Initial Teacher Education Programs
Admissions Unit, Room 4-455
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-926-4701
Fax: 416-923-7834
E-mail: admissions@oise.utoronto.ca
Website: http//:ro.oise.utoronto.ca

Program of Study

The program consists of 7 components (A-G below), for a total of 5.0 Course Weights. Candidates are required to register for the Practicum and the Internship and for the appropriate course(s) in each of the other 5 components. Candidates must successfully complete all 7 components of the program in order to be recommended for the Bachelor of Education degree and the Ontario Teachers' Certificate of Qualification.

In addition to the regular in-faculty program delivery, a variety of school-based program delivery options exists, which will be outlined to candidates upon acceptance into the Primary/Junior, Junior/Intermediate, or Intermediate/Senior concentration of the program.

A) Curriculum and Instruction (C & I)

(Course Weight 2.0)

Candidates must select one of the following concentrations and the respective C & I course(s). Prerequisites, if any, are stated in the course descriptions.

Primary/Junior (junior kindergarten to grade 6)
Junior/Intermediate (grades 4 to 10)
Intermediate/Senior (grades 7 to 12)

✦ Primary/Junior (P/J)

The C & I component of this concentration is the course Primary/Junior Education EDU1420 which consists of broad-based methodology in several subject areas.

✦ Junior/Intermediate (J/I)

The C & I component of this concentration is comprised of two courses:

- Junior/Intermediate Education EDU1450, a broad-based methodology course. (1.5)
- one Intermediate subject-specific methodology course from those listed below (0.5).

English (First Language) EDU1101
French (Second Language) EDU1111
Geography EDU1441
Health and Physical Education EDU1251
History EDU1151
Mathematics EDU1221
Music-Instrumental EDU1231
Music-Vocal EDU1241
Science (General) EDU1301
Visual Arts EDU1011

The Elementary Education STEP Program

The Student Teaching Experience Program (STEP) is a compulsory part of the Primary/Junior and Junior/Intermediate programs. STEP provides opportunities to observe and work with Associate Teachers during weeks that are not part of the Practicum or Internship sessions. Depending on the option in which they are enrolled, candidates have different days or blocks of STEP. STEP days are forerunners to the Practicum sessions in that candidates are in a classroom for a series of STEP days preceding a Practicum session in the same classroom.

Intermediate/Senior (I/S)

The C & I component of this concentration is comprised of two subject-specific methodology courses from those listed below (1.0 each).

NOTE: Candidates selecting Business Studies must choose two Business Studies courses. No other combination is acceptable.

Business Studies - Accounting EDU1340
Business Studies - Data Processing EDU1350
Business Studies - Marketing and Merchandising EDU1360
Classical Studies - Latin EDU1200
Computer Science EDU1040
Dramatic Arts EDU1070
Economics EDU1080
English (First Language) EDU1100
Family Studies EDU1160
French (Second Language) EDU1110
Geography EDU1440
Health and Physical Education EDU1250
History EDU1150
Individual and Society EDU1270
International Languages - German EDU1140
International Languages - Italian EDU1190
International Languages - Spanish EDU1310
International Languages - Other EDU1180
Mathematics EDU1220
Music - Instrumental EDU1230
Music - Vocal EDU1240
Politics - EDU1260
Religious Education EDU1280
Science - Biology EDU1470
Science - Chemistry EDU1480
Science - General EDU1300
Science - Physics EDU1490
Visual Arts EDU1010

B) Teacher Education Seminar

(Course Weight 1.0)

The Teacher Education Seminar (EDU6000) is required of all candidates. It links the candidate's experiences across the program and emphasizes professional growth.

C) Psychological Foundations of Learning and Development

(Course Weight 0.5)

The Psychological Foundations of Learning and Development course (EDU3506) is required of all candidates and focuses on psychological principles of learning and development, key concepts such as intelligence and motivation, diversity among learners and interrelations among the learner, the family, the school, and society in relation to learning.

D) School and Society (Course Weight 0.5)

The School and Society course (EDU3508) is required of all candidates and emphasizes relationships among schools, classrooms, community and society; the diversity of classrooms; teachers' professional work; educational policy and the purposes of education.

E) Related Studies (Course Weight 0.5)

The elective Related Studies courses allow candidates to pursue individual interests and deepen or broaden their knowledge and skills. One course from the following list is required.

A Survey of Children's Literature for Elementary Classrooms EDU5511 (0.5)
An Introduction to Second Language Acquisition Processes EDU5513 (0.5)
Anti-Racist Education Studies EDU5510 (0.5)
Career Guidance in School: Development and Transition EDU5560 (0.5)
Child Abuse and its Appearance in the K-12 Classroom EDU5573 (0.5)
Classroom Management: Building on the Basics EDU5562 (0.5)
Creating a Caring Inclusive Classroom EDU5515 (0.5)
Cross-Cultural Counselling Skills for Beginning Teachers EDU5518 (0.5)
Curriculum Theory and Practice for Kindergarten EDU5566 (0.5)
Dealing with Technology Issues as Teachers EDU5574 (0.5)
Democratic Values, Student Engagement and Critical Thinking EDU5564 (0.5)
Design and Problem-solving Processes for Technological Studies EDU5575 (0.5)
Developing a Personal Philosophy of Education EDU5520 (0.5)
Developing Skills of Inquiry, Design and Communication in Science and Technology EDU5517 (0.5)
Education and the Cultural Community EDU5522 (0.5)
Effective Micro-counselling Skills for the Classroom Teacher EDU5568 (0.5)
Environmental Field Studies EDU5581 (0.5) - **P/J**
ESL Across the Curriculum EDU5524 (0.5)
Gender Equity in Schools and Classrooms EDU5532 (0.5)
Gifted Education: Working with Students of High Academic Ability EDU5529 (0.5) - **I/S only**
Indigenous Peoples and Medias EDU5516 (0.5)
Inqueeries about Education EDU5576 (0.5)
Instructional Creativity: Designing a Powerful Environment EDU5577 (0.5)
Issues and Curriculum Development in Aboriginal Education EDU5534 (0.5)
Issues in International and Global Education EDU5536 (0.5)
Learning in the Digital World EDU5578 (0.5)
Management of Emotional and Behavioural Problems in the Classroom EDU5572 (0.5)
Managing Conflict in Classrooms and the School Workplace EDU5538 (0.5)
Masculinities and Education EDU5580 (0.5)
Models of Teaching: Enhancing Your Classroom Practice EDU5542 (0.5)
Music Enrichment for the Elementary Classroom Teacher EDU5523 (0.5)
Outcomes of Early Education and Child Care EDU5579 (0.5)
Perspectives On Adult Education EDU5582 (0.5)
Prior Learning Assessment and Recognition EDU5583 (0.5)
Professional Ethics in Teaching EDU5544 (0.5)
Teaching in French Immersion EDU5552 (0.5)
Youth Popular Culture and Schooling EDU5556 (0.5)

NOTE: Enrolment in the following courses is available to both Initial Teacher Education students and graduate candidates.

Initial Teacher Education candidates who select one of these courses to fulfill the Related Studies component will receive a credit towards the completion of the Bachelor of Education degree or the Diploma in Technological Studies, **not** a credit towards a graduate degree.

These courses will be scheduled in the evening and will not be suspended during the Practicum periods as will the other Initial Teacher Education courses. Candidates will be required to attend these courses during the Practicum.

An Introduction to Workplace, Organizational and Economic Democracy EDU5111 (0.5)
Children's Literature Across the Curriculum EDU5113 (0.5)

Community Development: Innovative Models EDU5115 (0.5)
Creating a Learning Organization EDU5112 (0.5)
Diversity and Social Justice: Issues in Physical Education, Recreation and Sport EDU5116 (0.5)
Economics of Education EDU5141 (0.5)
Education and Work EDU5118 (0.5)
History of Women and Education in Canada EDU5122 (0.5)
Holistic Curriculum Approaches in Elementary School Mathematics EDU5142 (0.5)
Home Education as an Alternative to Public Education? EDU5117 (0.5)
Immigration and the History of Canadian Education EDU5128 (0.5)
Practitioner/Ecological Identity and Reflexive Inquiry EDU5132 (0.5)
The Origins of Modern Schooling II: Problems in 19th and 20th Century Education History EDU5134 (0.5)
Women, Diversity and the Educational System EDU5140 (0.5)

F) Practicum (Course Weight 0.5)

The Practicum (EDU4010) is required of all candidates and consists of two main components: (i) orientation to schools, with a focus on school culture and school community; and (ii) classroom practice.

Locations of Practicum Assignments

Dufferin-Peel Catholic District School Board
Durham District School Board
Durham Catholic District School Board
Halton District School Board
Halton Catholic District School Board
Hamilton-Wentworth District School Board
Hamilton-Wentworth Catholic District School Board
Peel District School Board
Simcoe County District School Board
Toronto Catholic District School Board
Toronto District School Board
York Catholic District School Board
York Region District School Board
*Kawartha Pine Ridge District School Board
*Peterborough Victoria Northumberland and Clarington Catholic District School Board
*Upper Grand District School Board
*Wellington Catholic District School Board

***NOTE:** Second Practicum session only

All Practicum placements are made through the Practicum Office. Under no circumstances should candidates make their own arrangements with schools.

G) Internship (Course Weight 0.0)

The Internship is required of all students and consists of field-based experience. It allows candidates to deepen and broaden their skills and knowledge in terms of the Ontario College of Teachers' Standards of Practice for the teaching profession.

Course Descriptions

Course Weights/Hours

- ✦ one full course (1.0) = a minimum of 72 contact hours
- ✦ one half course (0.5) = a minimum of 36 contact hours

NOTE: Courses are listed in alphabetical order by course title.

Accounting - see Business Studies

An Introduction to Second Language Acquisition Processes EDU5513 (Course Weight 0.5)

This course will allow teacher candidates at the primary, junior, intermediate and senior levels to understand second language acquisition processes. We will focus on 1) individual differences in second language learning; 2) theories of language learning; 3) learner language in second language acquisition; and 4) comprehension and interaction in second language teaching. Candidates will be involved in reflective and active learning. This course will respond to the needs of all teacher candidates, either because they are preparing to teach French or international languages OR because they will teach students from diverse cultural and linguistic backgrounds.

An Introduction to Workplace, Organizational and Economic Democracy EDU5111 (Course Weight 0.5)

This course provides an introduction to workplace, organizational and economic democracy. Both case studies and relevant theory will be considered. Much of the material in the course will be interdisciplinary.

NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Anti-Racist Education Studies EDU5510 (Course Weight 0.5)

This course will focus on understanding what integrative anti-racism means for teacher education. It seeks to combine theory with educational and political practice. The intent is to develop and understand the philosophical basis for anti-racism practice by reviewing educational initiatives in this area. The course will provide student teachers with an understanding of race and difference as

providing the contexts for power and domination in society. Among issues covered are the place of race and identity in schooling and how teachers can deal with racism using the principles/ideas of anti-racism practice.

A Survey of Children's Literature for Elementary Classrooms EDU5511 (Course Weight 0.5)
This course is designed to acquaint students with a wide variety of significant children's literature and with the authors and illustrators who create them. It will also assist students in developing the ability to make informed choices, taking into account the age, ability and interests of the children, and to enhance students' knowledge of theoretical approaches and instructional strategies for using literature throughout the elementary school curriculum in ways that enable children to: (a) realize the pure joy a fine literary work brings; (b) become increasingly sensitive to and appreciative of good literature – poetry, prose and informational material; (c) develop an understanding of human behaviour, ideals and values; and (d) become increasingly literate in their own use of oral and written language.

Business Studies Intermediate/Senior
The Business Studies program includes study in the following areas: Accounting, Data Processing, Marketing and Merchandising. Candidates must select any two of these three areas of specialization.
Prerequisites: Two full university courses in Business subjects. Consideration will be given to equivalent field experience and related post-secondary education.

✦ Accounting EDU1340 (Course Weight 1.0)
This course will deal with teaching strategies, curriculum development, performance objectives, individualization, evaluation, and the establishment and maintenance of an effective classroom learning environment. Innovative instructional techniques along with the application of lateral thinking skills to the teaching of accounting will be emphasized. Candidates will be given the opportunity to examine various computer packages.

✦ Data Processing EDU1350 (Course Weight 1.0)
This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The course examines the use of a programming language as a vehicle of communication and the methods of teaching a variety of computer topics such as software applications packages, structured programming, computer concepts, documentation procedures, and computers in society. Facilities are provided for hands-on experience with microcomputers.

✦ Marketing and Merchandising EDU1360 (Course Weight 1.0)
An examination of marketing policies and techniques, with emphasis on retail organization and operations. Candidates will study teaching strategies, curriculum design, and innovative instructional techniques.

Career Guidance in School: Development and Transition EDU5560 (Course Weight 0.5)
This course will focus on understanding the critical role of adolescent career guidance for teacher education. It seeks to combine career development theories with guidance work in a school context. The intent is to develop and understand the philosophical basis for guidance practice by reviewing the correspondence between the guidance and career education initiatives (set by the Ontario Ministry of Education and Training) and key concepts in major career choice and development theories. The course will provide teacher candidates with an understanding of major theoretical tenets. Among issues covered are teacher-counsellor collaboration, skills for guidance and educational intervention, the role of career assessment tools, and helping disadvantaged groups.

Child Abuse and its Appearance in the K-12 Classroom EDU5573 (Course Weight 0.5)
This course will examine Canadian students who are victims of abuse in their families and their communities. We will begin by considering the incidence and characteristics of different forms of child abuse. Models of the development of child abuse and of patterns of perpetration will be presented. Complications arising from differing cultural contexts will be explored. We will discuss how child victims may present in a classroom and how teachers may recognize whether a child is being abused. Using a combination of literature and clinical case review, the implications of experiences of abuse in the lives of our children will be outlined. Finally, we will work together to develop strategies for responding appropriately to child abuse presented in the school environment.

Children's Literature Across the Curriculum EDU5113 (Course Weight 0.5)
This course is designed to encourage an appreciation of children's literature and its pivotal role in the life and socialization of children. Classes will include lectures, small group discussions, reading and writing in a variety of genres.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Classical Studies - Latin EDU1200 (Course Weight 1.0)
This course introduces candidates to the philosophy, methodologies and issues related to the teaching of Latin in the intermediate and senior divisions. A variety of instructional and assessment strategies, and approaches to curriculum design will be explored. The course will focus on Latin vocabulary, grammar and syntax, comprehension, derivation and oral reading of prose and poetry. There will also be an emphasis on the social and cultural aspects of Roman civilization. The course will be delivered through a variety of approaches including reflective and active learning.
Prerequisites: Two full university courses in Latin.

Classroom Management: Building on the Basics EDU5562 (Course Weight 0.5)
Possibly the greatest challenge teachers face is the complex task of organizing and managing classrooms. Classroom management and organization refers to all of the things that an effective teacher does to organize students, space, time and materials so that instruction in content and student learning can take place. Research in this area attests to the fact that classroom management skills are of primary importance in determining teachers' success. In keeping with the Teaching Practice component of the Standards of Practice of the Teaching Profession, this course will help you learn how to establish a safe and supportive environment, how to establish and maintain standards for student behaviour, how to organize time and space to enrich the learning environment and how to use classroom management skills to enhance learning. This course will use as its base the David Keirsey and True Colors theory of classroom management and discipline and the works of Glasser, Dreikurs, Gordon and Ginott.

Community Development: Innovative Models EDU5115 (Course Weight 0.5)
This course involves the study of innovative models of community development in such areas as housing, childcare, healthcare including mental health services, social service provision, and education, as well as models of community economic development. There is a combination of case studies (both Canadian and international), papers on alternative policies, and critical social analyses both of why there is a need for community development and the significance of this phenomenon for a broader social-change strategy. The community development strategies utilized in the course are based primarily on non-profit and cooperative approaches.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Computer Science Intermediate/Senior EDU1040 (Course Weight 1.0)
This course focuses on discourses in education and culture around computers and technology, in which teachers produce curricula and spaces where diverse student populations can engage in the production of computing knowledge. Knowledge of computing is built by students, teachers, communities, cultures, and globally through relationships and everyday and social/cultural experiences. Preservice teachers, in taking up multiple orientations and pedagogical approaches to the teaching of computers, will explore issues around computer use in secondary schools - e.g. privacy, pornography, relationships, and censorship in cyberspace, conceptual/imaginative interpretations and limitations in computerized environments, and problem-oriented and case study approaches to computing. Facilities are provided for hands-on experience with computers.
Prerequisites: Two full post-secondary courses in computing, or approved field experience.

Creating a Caring Inclusive Classroom EDU5515 (Course Weight 0.5)
This course will examine the theory, basic research, interactive process and methodology of the cooperative learning approach for building a collaborative culture in the classroom. The content, teaching process and strategies will focus on a critical exploration of the Tribes TLC approach. Teachers of all grade levels and all subject areas may use the course concepts and methods. Participants will learn how to implement a three-stage group development process to establish a positive learning environment in their classroom. In addition, participants will learn how this approach provides a foundation for learning and children's development. Included is an examination of a process involving the incorporation of collaborative skills, a framework for cooperative learning, principles of brain-compatible learning and processes for effective reflection (process) questions that enhance academic achievement. This approach actively involves students in their own learning, assures respect for diversity, cultures, races, abilities and multiple intelligence, develops caring and support among students, fosters the development of resiliency and engages students in problem solving and decision making.

Creating a Learning Organization EDU5112 (Course Weight 0.5)
This course is a study of theory, research, and experience based on a view of organizations as contexts for learning and as learning systems. The course will employ a variety of learning strategies including participant and instructor presentation, organizational simulation and experiential learning, guest speakers, and field study. Students will gain an appreciation of approaches to the integration of work

and learning for continuous development, the assumptions upon which action learning is built, and the centrality of developing their own critical reflection skills as agents for change.

NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Cross-Cultural Counselling Skills for Beginning Teachers EDU5518 (Course Weight 0.5)

Ontario schools, faced with changes in the composition of student population and more demands for greater accountability, continue to strive to implement programs to address the needs of all students. Teachers are expected to perform more than their traditional roles and serve as coaches, counsellors and guides for students. This course is intended to provide techniques or skills that a beginning teacher may employ when confronted with complex situations involving students for which personal guidance and counselling interventions are an appropriate course of action. The course will also assist teacher candidates in developing resource materials for dealing with multiethnic and multicultural student populations.

Curriculum Theory and Practice for Kindergarten EDU5566 (Course Weight 0.5)

The context of the kindergarten classroom is unique. This course explores learning theories, current research, policy changes and curriculum designs for the kindergarten. Teacher candidates will explore the ways in which parents, the community, and early childhood professionals interact during the educative process. Aims and objectives, essential elements and content for kindergarten programs, will be examined.

Data Processing - see Business Studies

Dealing with Technology Issues as Teachers EDU5574 (Course Weight 0.5)

In this course, teacher candidates will examine the issues they will face with the infusion of technology and multimedia in the curriculum, the classroom, and society at large. Topics of investigation will include learning to distinguish appropriate and inappropriate activity, enforcement of acceptable use policies, and the critical analysis of content. In addition to their own critical analysis abilities, teacher candidates will have the opportunity to learn how to teach their future students age-appropriate critical analysis skills. Other topics will include maximizing parental involvement in and through the use of technology, information access skills, dealing with alternative-technology cultures popular with students, legal and ethical issues, and adjusting learning opportunities to account for gender differences and cultural and language diversity.

Democratic Values, Student Engagement and Critical Thinking EDU5564 (Course Weight 0.5)

This course expands the teacher education program's emphasis on critical reflection on practice which teacher candidates find in their foundational and curriculum courses. Issues of equity and diversity are examined by looking closely at the meanings and implications of such "catch-words" as critical thinking, democratic practices, and student engagement. Case studies based on real teaching situations are examined in order to explore theoretical and practical connections between selected concepts and ideals within teaching practice in today's schools.

Design and Problem-Solving Processes for Technological Studies EDU5575 (Course Weight 0.5)

This course will provide candidates with an introduction to design processes; that is the particular form of practical problem-solving which lies at the heart of all Technological Studies activity. The philosophy and the theoretical principles which underlie design education will be examined. Using a variety of contexts as starting points, candidates will experience and apply concepts and principles in the development of practical activities and materials appropriate to a range of learning expectations in technological education.

Developing a Personal Philosophy of Education EDU5520 (Course Weight 0.5)

A variety of modern views on aims and methodology in education will be studied with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

Developing Skills of Inquiry, Design and Communication in Science and Technology EDU5517 (Course Weight 0.5)

This course will help teacher candidates to develop: i) understandings about the nature of products and practices in science and technology and how they relate to each other and society and the environment and ii) expertise enabling them to conduct scientific investigations and invention projects of their design leading to conclusions apparent to them. Candidates should be able to teach science and technology in ways that more accurately reflect how scientists and technologists do their work, what limitations they have in developing knowledge and how science and technology may affect each other and society and the environment. Candidates will, as well, be able to assist students with project work in science and technology and, where it exists, science fairs and expositions.

Diversity and Social Justice Issues in Physical Education, Recreation and Sport EDU5116 (Course Weight 0.5)
Feminist and anti-racist analyses will be central to the course. With a specific focus on pedagogical implications, readings and discussion will focus on the experiences of disadvantaged social groups including girls and women, ethnic minorities, people living in poverty, lesbians and gay men, people with disabilities, and various sociocultural contexts for physical education, recreation and sport, including schools, universities and communities.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum. Permission of the instructor is required for enrolment in this course.

Dramatic Arts Intermediate/Senior EDU1070 (Course Weight 1.0)
This course focuses on the philosophy and practice of drama in education with a particular focus on the cognitive, social, and artistic development of the older child and adolescent through both curricular and extracurricular programs. Teaching techniques introduce students to the use of movement and voice, as well as developing an awareness of and practice in drama as an art form. Activities are wide-ranging in their approaches to improvisation, textual analysis, interpretation, scripting. Students will plan individual lessons and units as well as consider the purpose and design of a variety of assessment methods.
Prerequisites: Two full university courses in Drama, or approved field experience.

Economics of Education EDU5141 (Course Weight 0.5)
Topics include: public education as an economic institution; the sources and methods of distribution of public school revenue at the various levels of government; provincial and state school grant systems and the rationale behind them; principles and practices in school budgeting and salary scheduling; the relationship between investment and education, the formation of human capital, and national economic growth.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Economics Intermediate/Senior EDU1080 (Course Weight 1.0)
This course introduces candidates to the methodologies and issues relevant to teachers of economics in Ontario. Instructional strategies, assessment techniques and curriculum designs that respect the combined role of teachers and learners are examined. Special emphasis will be placed on the use of Information Technology and other media to link theory with practice and foster critical thinking. Course delivery methods include interactive sessions, mini-lectures, demonstrations, individual and team presentations, guest speakers and field studies. Practical assignments challenge candidates to apply educational pedagogy to classroom realities. Candidates are encouraged to develop a personal professional philosophy about teaching economics, based on critical and reflective practice.
Prerequisites: Two university courses (6 credits) in Economics.

Education and the Cultural Community EDU5522 (Course Weight 0.5)
This course will explore parallel education programs in cultural institutions such as museums, galleries, libraries, and heritage organizations. Aspects of museum education, audience development, experiential learning, and teaching in alternative educational settings will be considered in relation to schools, childhood and adolescent learning theory, curriculum, and broader issues within cultural studies. The course will capitalize on the students' various discipline backgrounds and their subsequent practicum experiences in schools.

Education and Work EDU5118 (Course Weight 0.5)
An introduction to critical contemporary studies of relations between the realms of learning and work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and community service work. Special attention will be devoted to the connection between underemployment and lifelong learning.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Effective Micro-Counseling Skills for the Classroom Teacher EDU5568 (Course Weight 0.5)
Teachers are increasingly being faced with resolving complex interpersonal situations, listening to sensitive personal stories or offering advice on important life decisions arising from students in their classroom. These situations might involve such areas as serious mental health concerns, abusive relationships with their family or partners, or sexual orientation concerns. Teachers must have the necessary skills to listen non-judgmentally to a student's concerns, and the knowledge and information base to decide when a referral to another professional is appropriate. This course will provide the teacher candidate with an exposure to the principles and practice of basic micro-counselling techniques such as empathic listening, awareness of non-verbal behaviour, cultural sensitivity, and helping students describe their problems. These skills will be achieved through a series of role-play exercises, self-reflection, guest speakers, and directed readings. The goal of this course is to provide teacher candidates with the basic skills and knowledge to be effective listeners and resource persons to meet the needs of a diverse student population.

English (First Language) Intermediate EDU1101 (Course Weight 0.5)
This course engages students in the practices, resources and theories of English/Language Arts to prepare them for teaching in the intermediate grades. Explorations of written, visual and virtual texts such as literature, media, and technology define the content. Since language is fundamental to thinking and learning, students engage in reading, writing, viewing, talking and representing strategies as the practical grounding for understanding and reflecting on English/Language Arts practices, and for creating sound language curricula. The content, methodologies, evaluation and skill requirements of the course will be linked to Ontario Ministry of Education and Training guidelines.
Prerequisites: Two full university courses in English.

English (First Language) Intermediate/Senior EDU1100 (Course Weight 1.0)
This course engages students in the practices, resources and theories of English/Language Arts to prepare for English teaching at I/S levels. Written, visual and virtual texts such as literature, media and technology define the content. Topics include teaching textual forms, writing processes, classroom language and media/technology. Students will read, write, view, talk and represent their understanding of textuality to reflect on English/Language Arts practices and theories, as preparation for informed curriculum planning and implementation. The content, methodologies, evaluation and skill requirements in English/Language Arts will be linked to Ontario Ministry of Education and Training guidelines.
Prerequisites: Two full university courses in English.

Environmental Field Studies – P/J EDU5581 (Course Weight 0.5)
This course deals with the development, implementation and evaluation of field studies for integration into primary and junior programs. Topics include: nature study, the planning and administration of filed trips in and around the community, schoolyard ecology, habitat restoration, the investigation of freshwater and terrestrial ecosystems, the planning and administration of extended filed trips, and resource management simulations (e.g. Project Wild, Focus on Forests). Environmental ethics and the infusion model for environmental education will also be examined.

ESL Across the Curriculum EDU5524 (Course Weight 0.5)
This course will help teacher candidates at the primary, junior, intermediate and senior levels develop the skills, knowledge and dispositions to meet the needs of English second language learners in mainstream classes. We will focus on (1) methods and techniques for adapting content-based teaching for ESL students; (2) integrating the formal aspects of English (grammar, vocabulary, pronunciation) into content-based teaching; (3) integrating strategy training and language awareness into mainstream programs; and (4) developing sensitivity to cultural and linguistic diversity. Candidates will be involved in reflective and active learning.

Family Studies Intermediate/Senior EDU1160 (Course Weight 1.0)
This course explores principles and practices in Family Studies. As foundation for lesson and curriculum design, students will examine personal experience, professional practice, and current research, encompassing the evolving nature of the field, including integrated curriculum; alternative perspectives on teaching and learning; approaches to community-building, and inclusion of diverse learners; assessment and evaluation strategies; management and safety issues; utilization of technology; reciprocal school, community, and societal impact. Linking course experiences and field studies, students will critique theories from self, others and literature. Students will build professional portfolios, documenting their growth as teacher-learners.
Prerequisites: Three full university courses in Family Studies.

French (Second Language) Intermediate EDU1111 (Course Weight 0.5)
This course will help teacher candidates develop the skills, knowledge and dispositions expected of beginning core French teachers at the intermediate level. The course will focus on (1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; (2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media and technology and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education and Training guidelines; (3) methods and techniques for teaching in extended and immersion French programs. Candidates will be involved in reflective and active learning. This course is offered in French.
Prerequisites: Five full university courses in French and demonstrated proficiency in speaking and writing the language.

French (Second Language) Intermediate/Senior EDU1110 (Course Weight 1.0)
This course will help teacher candidates develop the skills, knowledge, and dispositions expected of beginning core French teachers at the intermediate and senior levels. We will focus on 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media and technology, literature and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of

Education and Training guidelines; 3) methods and techniques for teaching in extended and immersion French programs. Candidates will be involved in reflective and active learning. This course is offered in French.
Prerequisites: Five university courses (15 credits) in French and demonstrated proficiency in speaking and writing the language.

Gender Equity in Schools and Classrooms EDU5532 (Course Weight 0.5)
This course encourages prospective teachers to think about aspects of their work that have implications for gender equity. Examples of topics include: gender and our own school memories; access, participation and achievement; how schools are organized around gender; classroom treatment of girls and boys; coeducation vs. single-sex education; notions of masculinity and femininity; sexual harassment in schools; teachers' career paths; women's studies and feminist pedagogy. Issues are placed within a framework that considers gender roles and social change, feminist theories and questions about "equality" and "difference", and how gender operates together with other social divisions and designations such as race, class and sexual orientation.

Geography Intermediate EDU1441 (Course Weight 0.5)
This course facilitates the development of understandings and strategies for using the concepts and skills of geography to help students learn. Particular emphasis will be given to the learning needs of young adolescents. Candidates design and develop lessons and curriculum materials that are appropriate for diverse learners, and for teaching different kinds of geographic social science content, both across the curriculum and as a separate subject.
Prerequisites: Two full university courses in Geography.

Geography Intermediate/Senior EDU1440 (Course Weight 1.0)
This course facilitates the development of understandings and strategies for using the concepts and skills of geography to help students learn. Candidates develop lessons and curriculum materials that are appropriate for diverse learners and for teaching different kinds of geographic social science content, including international and cross-cultural material. Consideration is given to issues related to current curriculum reform. The course includes inquiry models, field study, the application of technology in learning, feedback-oriented assessment, and a variety of instructional techniques. Assignments involve practical applications and critical reflection.
Prerequisites: Two full university courses in Geography.

German - See International Languages

Gifted Education: Working with Students of High Academic Ability EDU5529 (Course Weight 0.5)
This course will encourage participants to (1) deepen their understanding of the nature of giftedness as an exceptionality, (2) acquire a good working knowledge of theory-based and empirically-validated ways to adapt classroom instruction to meet the educational needs of developmentally advanced students, and (3) learn about encouraging gifted-level development in diverse learners. Questions will be addressed paying particular attention to the practical implications of DEFINITION: What is giftedness/creativity? How does it develop? IDENTIFICATION: When are students gifted/creative? How can they be identified? And PROGRAMMING: What curriculum adaptations are required, and when? Theories and research will be reviewed from various disciplines, including cognitive science, developmental psychology, educational psychology, and special education. Applications to both integrated and congregated gifted classroom settings will be considered.
NOTE: Restricted to Intermediate/Senior candidates.

Health and Physical Education Intermediate EDU1251 (Course Weight 0.5)
This course of study prepares future teachers to design and deliver contemporary intermediate level (grades 7-10) physical and health education programs. It is consistent with the national and provincial trend towards de-emphasizing competitive team sports and focuses on wellness and the process of guiding youngsters to develop the knowledge, skills and attitudes that lead one to become physically active for a lifetime. Participants relate social, cultural, economic and political factors to teaching and student learning and their ability to work collaboratively within the school setting, systems and the community.

Health and Physical Education Intermediate/Senior EDU1250 (Course Weight 1.0)
This course of study prepares future teachers to design and deliver contemporary Intermediate/Senior level (grades 7-13) physical and health education programs. Teacher candidates will experience effective methods to teach movement patterns, motor skills, and team concepts so that their students will enjoy success in physical activities throughout their lifetime. They will learn to deliver active living health concepts through various teaching methods so their future students will develop better decision-making abilities with regard to their own health. Participants will understand and employ various teaching approaches which acknowledge both the unique growth of individual students and also the sequential stages of learning. Participants will also explore, practice, and evaluate safe action while teaching, coaching, and supervising physical and health education activities.
Prerequisites: Two full university courses in Physical and Health Education. Consideration will be given to equivalent field experience.

History Intermediate EDU1151 (Course Weight 0.5)
This course has a dual focus. First, it prepares candidates to deal with the value, issues, and challenges of teaching intermediate History. Second, it helps candidates develop a repertoire of diverse teaching and assessment methods appropriate for Intermediate students. Course activities focus on Canadian History (as prescribed by the provincial guidelines), but links will be made to other histories, and to other subjects. Course methods involve lectures, demonstrations, interactive sessions, small group activities, and field study. Assignments promote the connection of theory and practice through practical applications of the methods studied, and through reflections on practice.
Prerequisites: Two full university courses in History.

History Intermediate/Senior EDU1150 (Course Weight 1.0)
This course will introduce candidates to the methodologies and issues relevant to teacher of History in Ontario in the intermediate and senior divisions. A variety of teaching/learning strategies, assessment techniques and approaches to curriculum design will be explored. Adapting the history program to meet the needs of a diverse student body will be highlighted. The course will also introduce candidates to new directions for reforming the History curriculum. Course methods include lectures, demonstrations, interactive sessions, small group activities and field studies. Assignments will require candidates to develop practical applications and to link theory and practice.
Prerequisites: Two full university courses in History.

History of Women and Education in Canada EDU5122 (Course Weight 0.5)
This course examines a variety of places in which women's educational experiences have taken place in nineteenth-and twentieth-century Canada. We will discuss the gendered nature of formal educational settings, such as schools, vocational institutes, colleges, and universities, looking at girls' and young women's experiences within these settings. We also will examine the many informal sites in which girls and women have been 'educated' in the meanings of femininity: the family and household, the workplace, religious and other voluntary organizations, and the various levels of the Canadian state.

This course will explore women's experiences in these multiple settings. the moral and social regulation of women's lives, and the ways in which gendered identities have been shaped in the past. In discussing these areas, we will pay particular attention to the links between gender relations and those of class, race, ethnicity, region, and, where possible (given the current state of the Canadian historiography), sexual orientation. We will also explore the variety of ways in which women have cooperated or negotiated with, or at times resisted, the institutions, individuals, groups, and processes that have attempted to define dominant meanings of 'womanhood.'
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Holistic Curriculum Approaches in Elementary School Mathematics EDU5142 (Course Weight 0.5)
The inclusion of holistic curriculum approaches can turn elementary mathematics education into a deeply meaningful and enriching experience for both teachers and students. Through a variety of activities such as hands-on group explorations and creative problem solving, journal writing, group and class discussions, presentations and joint task design, participants will be able to explore topics from among the following: Holistic math learning environments; multiple intelligences theory and its implications for the math classroom; linking math with real life, integrating math with language arts through use of writing activities, children's literature and oral communication activities; integrating math with other disciplines such as fine arts, social studies and language arts; authentic assessment.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Home Education as an Alternative to Public Education? EDU5117 (Course Weight 0.5)
Home education, also known as home schooling and home-based learning, is an increasingly common educational method and context for elementary and secondary age students within Canada and the USA and beyond. As a phenomenon (that is, a movement and practice) it has subtly influenced the face of public education and profoundly impacted its laws. The focus of this course is on: first, exploring the characteristics and history of the home education movement in North America; second, examining the practices and processes of parent-teachers; and third, investigating the intersection of home education and public education. The intention is to both critique and challenge the assumptions of public and home education while providing a forum for the commencement of scholarship on the topic. The expectation is for course participants to complete a project of their choosing which may include one or more of the following: a review of literature, a personal account of home education, a critical essay, a proposal for a research project or a mini (pilot) research project.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Immigration and the History of Canadian Education EDU5128 (Course Weight 0.5)
This course studies both the historical impact of immigrants and immigration on the Canadian school system and the equally important question of the school's role in guiding immigrant students to assimilation/integration into the mainstream Canadian community. The course is organized around a chronological frame beginning with pre-Confederation and working through to today. Given the tremendous impact of immigration in the Greater Toronto Area since World War II, the course gives this era special weight. The course also balances discussion of two different and often historically opposing frames of reference: the agenda of the state and its constituent parts (especially the educational system) with regard to immigrants and immigration vs. the agenda of immigrants and their individual and collective understanding of the immigration and settlement process.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Indigenous Peoples and Medias EDU5516 (Course Weight 0.5)
Cultural productions in which Aboriginal peoples engage to tell stories include media, film, photography, newspapers and written texts. This course will endeavour to understand Aboriginal texts through examining media, film, and multi-media sources written and produced by Aboriginal peoples (including experimental and independent productions). This course will exclusively involve literature/productions from Aboriginal authors, storytellers, filmmakers, photographers and activists whose compelling stories and productions engage in decolonizing, cultural vitalization and self-determination.

Individual and Society Intermediate/Senior EDU1270 (Course Weight 1.0)
This course introduces candidates to the issues around and methodologies for teaching Social Science/Contemporary Studies courses in Ontario. A range of teaching methodologies, assessment approaches, and curriculum designs will be examined and developed. This course will also focus on issues and questions related to current curriculum reform efforts. Course methods include lectures, demonstrations, interactive sessions, small group activities, and field studies. Assignments will require candidates to prepare practical applications and to link theory and practice. Special emphasis will be placed on the use of information technology and other media in the classroom in order to foster critical thinking.
Prerequisites: Two full university courses in Psychology, Sociology or Anthropology.

Inqueeries About Education EDU5576 (Course Weight 0.5)
This course will focus on matters of equity, inclusion, and school reform as these pertain to differences of sexual orientation among students. Course content and instruction will focus on understanding and addressing those educational issues confronting lesbian, gay, bisexual, transgendered, and queer students; strategies and resources for challenging homophobia and heterosexism; and approaches which seek to normalize homosexual identities and promote healthy development by reducing self-hatred and confusion. Parallel identifiers of race, ethnicity, gender, and beliefs will also be explored, along with curriculum materials and community support services that promote sensitivity and visibility. Dialogue will reveal questions of significance for lesbian, gay or bisexual educators, and how a queer identity can inform one's professional life.

Instructional Creativity: Designing a Powerful Environment EDU5577 (Course Weight 0.5)
This course will focus on instructional integration – how a variety of instructional concepts, skills, tactics, and strategies can be simultaneously and endlessly integrated in the design of powerful learning environments. Additionally, the course explores how that integration is guided not only by one's wisdom concerning assessment and content knowledge, but also by those instructional organizers/lenses that inform learning (lenses such as brain research, multiple intelligence, gender, culture, and at risk environments).

International Languages Intermediate/Senior (Course Weight 1.0)
- ✦ **German** EDU1140
- ✦ **Italian** EDU1190
- ✦ **Spanish** EDU1310
- ✦ **Other** EDU1180

These courses will help teacher candidates develop the skills, knowledge and dispositions expected of beginning teachers of international languages. Although the emphasis will be on school programs at the intermediate and senior levels, the courses will also expose students to community-based programs for intermediate-level learners. Courses focus on: 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media and technology, literature and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education and Training guidelines; 3) multi-level classes. Candidates will be involved in reflective and active learning.
Prerequisites: Five full university courses in the target language and proficiency in speaking and writing the language.

Internship
The Internship consists of field-based experience. It allows candidates to deepen and broaden their skills and knowledge in terms of the Standards of Practice for the teaching profession developed by the College of Teachers. ***NOTE:*** Course number and course weight are not applicable to the Internship.

Issues and Curriculum Development in Aboriginal Education EDU5534 (Course Weight 0.5)
Culturally appropriate education and innovative Aboriginal programming are the keys to the success of Aboriginal Peoples' aspirations to develop, sustain, and reclaim their perspectives and rights in areas such as self-government and cultural and spiritual philosophies and practices. This course will assist beginning teachers to develop strategies for integrating Aboriginal education perspectives into curriculum design specific to subject areas.

Issues in International and Global Education EDU5536 (Course Weight 0.5)
This course investigates contrasting perspectives of international and global education and their representation in elementary and secondary school curriculum in Canada and other parts of the world. Inquiries into and critical analyses of various teaching and learning strategies, curriculum resources, and school-based initiatives used to nurture global and international understanding will be addressed. Participants will have opportunities to integrate global and international themes such as human rights, social justice, cultural diversity, citizenship, economic globalization, technology, and environmental sustainability into their curriculum design work and teaching practice.

Italian - See International Languages

Junior/Intermediate EDU1450 (Course Weight 1.5)
The Junior/Intermediate curriculum course will enable teacher candidates to understand and apply the knowledge, skills and attitudes necessary for designing and constructing effective programs that meet the diverse needs and interests of every student. Teacher candidates will examine instructional approaches and perspectives appropriate for teaching students in the Junior/Intermediate divisions (grades 4-10) in Ontario schools, aligned with the Ontario Ministry of Education and Training curriculum guidelines. Emphasis will be placed on a high level of participation in course activities, including seminars, discussions, workshops, demonstrations, field work, reflective practice, research, and group assignments. Classroom organization and management, assessment and evaluation, and information technology will be integral components of curriculum studies. Teacher candidates will participate in field experiences with partner schools throughout the year in order to facilitate the interrelationship of practice and theory.

Latin - See Classical Studies

Learning in the Digital World EDU5578 (Course Weight 0.5)
This course looks beyond new technologies as simple "tools" of production and efficiency and considers how our uses of them influence classroom-based learning experiences, teaching practices and relationships among students and teachers alike. Learning to construct websites or PowerPoint presentations is one thing, but learning why we might select them as teaching strategies is quite another. This course shifts the emphasis from teaching technology skills to introducing ways to understand how learning happens differently through our uses of technology.

The class will meet face-to-face initially and then increasingly online using OISEnet. This will allow the class to maintain contact with course colleagues as they encounter or develop projects and activities in practicum placements. One of the primary aims of the course is to foster leadership in technology across the curriculum, allowing participants to become resources for other teachers, both in the practicum, and when they eventually find employment. Another is to build an enduring network of contacts – local and international – that will serve as an extended resource for teachers throughout their careers.

Topics include: teaching and learning in virtual learning communities, collaboration online and in the classroom, web-enhanced curriculum, learning and teaching methods, assessment, project-based learning, mentorship, being a technological leader in your school and curricular integration. Ideally, a student in this program will pursue a technologically focused Internship.

Management of Emotional and Behavioural Problems in the Classroom EDU5572 (Course Weight 0.5)
This course explores innovative, practical and proactive strategies teachers can employ to manage child behaviour in the classroom. Problems such as aggression, shyness, depression, attention problems and over-activity will be covered. Teacher candidates will learn how to conduct informal assessments of child difficulties and how to modify the classroom environment to ensure optimal student performance and behaviour. Teacher candidates will consider how to work with parents and children concerning classroom-based problems.

Managing Conflict in Classrooms and the School Workplace EDU5538 (Course Weight 0.5)
This course is an in-depth examination of concepts and strategies for facilitating the constructive management of conflict in classrooms and schools. First, participants will learn and develop a range of approaches to helping students improve their capacities for communication, conflict resolution, problem solving, equitable participation in

decision-making, and autonomous self-discipline. Second, participants will strengthen their capacities for understanding and handling conflict with other adults in the school workplace, such as diverse colleagues and parents. Activities and discussions will be built around two central ideas: conflict (its value for learning and its management or resolution at the classroom, school, and board levels) and democracy (facilitating the development of diverse 'students' and effective 'citizens'). The course uses a workshop/seminar format. Each participant will build their capacity to evaluate their own skills and to plan educational and communicative strategies in relationship to their own long-range goals, values, and skills as developing teachers. Attention will be given to diverse school contexts at the primary, junior, intermediate, and secondary levels.

Marketing and Merchandising - see Business Studies

Masculinities and Education EDU5580 (Course Weight 0.5)
This course will focus on masculinities in educational settings. Drawing on feminist work on gender, identity and power relations, the course will critically examine historical and contemporary forms of masculinities in educational management and in classroom behaviours. Psychoanalytic, sociological and cultural studies theory will inform the debates, discussions and experiential exercises in the course. The intersection of masculinities with issues of 'race', ethnicity, gay and lesbian sexualities, disability and social class will form a key component of the course. The consequences of these multiple masculine identities will be explored with particular reference to academic (under) achievement, mental (ill) health and (anti) social relations in and out of the classroom.

Mathematics Intermediate EDU1221 (Course Weight 0.5)
This course is designed to prepare participants to teach students mathematics at the Grade 7-10 level in a thoughtful and interactive way. Participants will explore a variety of teaching techniques which are useful in teaching and assessing today's students as they experience the current mathematics curriculum.
Prerequisites: Two full university courses in Mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Mathematics Intermediate/Senior EDU1220 (Course Weight 1.0)
A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry of Education and Training Guidelines.
Prerequisites: Two full university courses in Mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Models of Teaching: Enhancing Classroom Practice EDU5542 (Course Weight 0.5)
How do teachers improve their teaching in order to improve student learning? There are many powerful models of teaching – also known as instructional strategies – which promote and enhance particular kinds of learning. This course complements the basic teaching techniques introduced in Curriculum and Instruction courses by broadening and deepening a teacher candidate's repertoire of instructional strategies. Specific strategies/models addressed include: direct instruction, concept attainment, cooperative learning, inquiry and role-playing. Theory, design and practice will be combined to learn how to apply these and other models in elementary and secondary classes for all subjects.

Music Enrichment for the Elementary Classroom Teacher EDU5523 (Course Weight 0.5)
This course explores topics that promote a deeper personal understanding of musical skills and knowledge than can be covered in the regular music component. Topics include: reading music, key signatures, time signatures, developing the singing voice, conducting the primary and junior choir, selecting repertoire and making connections in music to the rest of the curriculum. Participants will receive a package of resource material that is keyed directly to the Ontario Curriculum, Arts (Music).
NOTE: This course is not open to Music Education specialists or candidates enrolled in Music Intermediate or Music Intermediate/Senior, Instrumental or Vocal.

Music Intermediate
Candidates may select only one of the following:

- **Instrumental EDU1231 (Course Weight 0.5)**
  Prerequisites: Two full university courses in Instrumental Music or demonstrated proficiency in brass, winds and strings.
  OR
- **Vocal EDU1241 (Course Weight 0.5)**
  Prerequisites: Two full university courses in Music, or appropriate background in music.

These courses investigate approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and incorporate personal experience with music and technology (MIDI) and media arts.

Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in grades 7-10. Current music education philosophies, Ministry of Education and Training policy and best practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

Music Intermediate/Senior
Candidates may select only one of the following:

- **Instrumental EDU1230 (Course Weight 1.0)**
  Prerequisites: Two full university courses in Instrumental Music or demonstrated proficiency in brass, winds and strings.
  OR
- **Vocal EDU1240**
  Prerequisites: Two full university courses in Music, or appropriate background.

These courses investigate approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and personal experience with music and technology (MIDI) and media arts. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in grades 7-graduation. Current music education philosophies, Ministry of Education and Training policy and best practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

Outcomes of Early Education and Child Care EDU5579 (Course Weight 0.5)
Does early childhood education make a difference? What makes for high quality daycare experience for children? Are "daycare kids" different from those cared for at home? If there are differences, what are they? For whom are those differences, if any, meaningful? Are those differences, if any, lasting? How do we know? And, who cares? This course will explore these issues; we will examine a variety of early childhood programs, and the research and evaluation studies related to them.

Perspectives on Adult Education EDU5582 (Course Weight 0.5)
A study of adult education programs offered by public, private and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

Politics Intermediate/Senior EDU1260 (Course Weight 1.0)
This course explores contrasting images of political education in democratic contexts with special attention to curriculum perspectives and instructional practices used in intermediate and senior Politics courses in secondary schools in Ontario. A variety of learning methodologies, assessment approaches and curriculum design practices will be examined and developed. Special attention will be given to issues and questions related to 'education for citizenship' as it is addressed in the intermediate Civics course, senior Politics courses, and across the curriculum. Course methods include lectures, demonstrations, interactive sessions, small group activities, independent and group investigations, and field studies. Assignments will require candidates to prepare practical applications for Politics courses and to think critically and reflectively about the links between theory and practice.
Prerequisites: Two full university courses in Political Science.

Practicum EDU4010 (Course Weight 0.5)
The practicum consists of two main components: (i) orientation to schools, with a focus on school culture and school community; and (ii) classroom practice related to the candidates specific program. Teacher candidates are assigned, during Fall and Winter practicum sessions, to schools or other settings approved by the Ontario College of Teachers, for a minimum of fifty days of combined observation and practice related to these components. As well, candidates may be involved in additional field activities connected to their program through the year.

Practitioner/Ecological Identity and Reflexive Inquiry EDU5132 (Course Weight 0.5)
The course is intended to initiate explorations of both practitioner (meaning teacher) and ecological identity. It is directed towards a range of practitioners (including those working in environmental education) who have high regard for values grounded in ecological and environmental responsibility. A reflexive inquiry (autobiographical) process is the primary tool of exploration. The course activities are directed toward articulations of relevant personal history-based experiences and their meanings for practice. The course discussions will focus on experiences in particular (natural) ecological and environmental contexts – and the forming of subsequent sensitivities – in relation to the development of personal orientations to one's professional work and the fundamental assumptions behind practice. This is a course in which participants have the opportunity to explore and develop their philosophy of teaching.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Primary/Junior Education EDU1420 (Course Weight 2.0)
The Primary/Junior curriculum course will enable teacher candidates to understand and apply the knowledge, skills and attitudes necessary for designing and constructing effective programs that meet the diverse needs and interests of every student. Teacher candidates will examine instructional approaches and perspectives appropriate for teaching students in the Primary/Junior divisions (K-6) in Ontario schools, aligned with the Ontario Ministry of Education and Training curriculum guidelines. Emphasis will be placed on a high level of participation in course activities, including seminars, discussions, workshops, demonstrations, field work, reflective practice, research, and group assignments. Classroom organization and management, assessment and evaluation, and information technology will be integral components of curriculum studies. Teacher candidates will participate in field experiences with partner schools throughout the year in order to facilitate the interrelationship of practice and theory.

Prior Learning Assessment and Recognition (PLAR) EDU5583 (Course Weight 0.5)
This course examines the principles of PLAR and how learning that occurs outside of school is translated into school achievement. Candidates will explore the utilization of PLAR by means of applying these principles to their own learning.

Professional Ethics in Teaching EDU5544 (Course Weight 0.5)
This course aims to integrate the following three purposes through a combination of seminar-style discussions, lectures, small group exercises and presentations: (1) to acquaint students with past and current theoretical/philosophical knowledge in the field of applied educational ethics; the moral/ethical dimensions of teaching will be thoroughly explored; (2) to build on the practicum component of the program; since ethical complexities underlie the daily realities of teaching, ethical issues, conflicts and moral dilemmas will be considered through the use of case studies describing practical situations. Cases may deal with ethical situations arising in such areas as professional relations with colleagues; implementation of administrative policies, curricular choice; student evaluation; discipline and the enforcement of school rules/norms; dealing with parents and the community; (3) to address the influence of the Ontario College of Teachers with specific emphasis on the Statement of Ethical Standards

Psychological Foundations of Learning and Development EDU3506 (Course Weight 0.5)
This course focuses on the psychological principles of learning and development in childhood and adolescence, with particular emphasis on their relevance and application to schooling. Its goal is to introduce students to key psychological concepts, such as intelligence and motivation, and their interrelations with the diverse developmental characteristics of the learner. Students will also be encouraged to consider the independent and interactive roles of the student, the family, the school, and society in the learning process.

Religious Education Intermediate/Senior EDU1280 (Course Weight 1.0)
Primarily intended to prepare teachers of Religious Education in Roman Catholic secondary schools, the focus of the course is the discipline of Religious Education and not religious doctrine. This course examines contemporary theories and issues of pedagogy, analyzes present guidelines and support materials, and addresses teaching models and assessment practices relevant to the field of Religious Education.
Prerequisites: Five full university courses in Theology or Religious Studies.

School and Society EDU3508 (Course Weight 0.5)
This course will help teacher candidates develop a critical awareness of the intersections among schools, classrooms, communities, and society within the changing context of the learning environment. The course addresses the varieties of students who enter the classroom in terms of their diverse social origins, cultures, identities, and social status. The course helps new teachers understand the ways in which their professional work (inside and beyond the classroom) helps prepare these diverse students to be active participants in a changing society. It engages participants in an examination of the purposes of education, education policy, and of teachers' responsibility to work productively with school colleagues and other adults to achieve equitable access, experiences, and outcomes for all students.

Science
Candidates who select two science teaching subjects must have a minimum of eight full courses in the sciences and these must include the prerequisites for each of the selected science teaching subjects.

✦ Science - Biology Intermediate/Senior EDU1470 (Course Weight 1.0)
Designed to prepare teachers of science in the intermediate and senior divisions (grades 7-12), this course deals with the aims and expectations of the Ontario science curriculum, with particular emphasis on the skills of lesson and unit planning, laboratory work and safety, classroom management in a lab setting, teaching strategies and assessment. The second half of this course provides an introduction to the pedagogical concepts, skills and resources needed for successful and effective teaching of the grade 11 and 12 biology courses. The course also

explores how science, technology, society and environment (STSE) perspectives can be integrated into biology curriculum.
Prerequisites: Any five full university courses in Science, with four of those courses in the area of Biology.

✦ Science - Chemistry Intermediate/Senior EDU1480 (Course Weight 1.0)
Designed to prepare teachers of science in the intermediate and senior divisions (grades 7-12), this course deals with the aims and expectations of the Ontario science curriculum, with particular emphasis on the skills of lesson and unit planning, laboratory work and safety, classroom management in a lab setting, teaching strategies and assessment. The second half of this course provides an introduction to the pedagogical concepts, skills and resources needed for successful and effective teaching of the grade 11 and 12 chemistry courses. The course also explores how science, technology, society and environment (STSE) perspectives can be integrated into chemistry curriculum.
Prerequisites: Any five full university courses in Science, with four of those courses in the area of Chemistry.

✦ Science - Physics Intermediate/Senior EDU1490 (Course Weight 1.0)
Designed to prepare teachers of science in the intermediate and senior divisions (grades 7-12), this course deals with the aims and expectations of the Ontario science curriculum, with particular emphasis on the skills of lesson and unit planning, laboratory work and safety, classroom management in a lab setting, teaching strategies and assessment. The second half of this course provides an introduction to the pedagogical concepts, skills and resources needed for successful and effective teaching of the grade 11 and 12 physics courses. The course also explores how science, technology, society and environment (STSE) perspectives can be integrated into physics curriculum.
Prerequisites: Any five full university courses in Science, with four of those courses in the area of Physics.

Science - General Intermediate EDU1301 (Course Weight 0.5)
This course is designed to prepare teachers of science in the intermediate division (grades 7-10). It explores the teaching of selected units in all five strands from the Ontario Science and Technology Curriculum guideline. Attention is paid to the skills of lesson planning, laboratory techniques, teaching strategies, and assessment and resources, through workshops, lectures and lab activities.
Prerequisites: Three full university courses in Science.

Science - General Intermediate/Senior EDU1300 (Course Weight 1.0)
Designed to prepare teachers of science in the intermediate and senior divisions (grades 7-12), this course deals with the aims and expectations of the Ontario science curriculum, with particular emphasis on the skills of lesson and unit planning, laboratory work and safety, classroom management in a lab setting, teaching strategies, and assessment. The second half of this course provides an introduction to the pedagogical concepts, skills and resources needed for successful and effective teaching of the grade 11 and 12 physics, biology and chemistry courses. The course also explores how science, technology, society and environment (STSE) perspectives can be integrated into the secondary curriculum.
Prerequisites: Any five full university courses in Science, with a minimum of 1 full course in each of Biology, Chemistry and Physics.

Spanish - See International Languages

Teacher Education Seminar EDU6000 (Course Weight 1.0)
This course focuses on the connections among the candidates' professional courses, the practicum, and their personal experiences. The course provides opportunities for candidates to synthesize their learning in these areas in order to develop: an understanding of the process of becoming a teacher; a personal identity as a teacher, and a foundation for continuing professional growth as an individual and as a member of the teaching community.

In the Primary/Junior and Junior/Intermediate programs, the Teacher Education Seminar will focus on individual and collaborative processes (e.g., portfolio assessment, action research, computer conferences) that promote an integrated and informed understanding of teaching and learning through a variety of lenses, such as equity and diversity. Directed field experiences with contributions from educators in the partnership districts will be emphasized.

In the Intermediate/Senior program, the Teacher Education Seminar provides a context and reinforcement for studies undertaken in the professional courses and the practicum, including: principles of assessment and evaluation; effective learning environments and classroom management; special education; Standards of Practice for the teaching profession; and approaches both for promoting diversity and equity in school programs, and for addressing discrimination.

Teaching in French Immersion EDU5552 (Course Weight 0.5)
This course will help teacher candidates develop the skills, knowledge and dispositions expected of beginning French immersion teachers at the primary, junior, intermediate and senior levels. We will focus on (1) methods and techniques for content-based teaching in immersion; (2) integrating the formal aspects of French language teaching (grammar, vocabulary, pronunciation) into content-based, immersion

teaching; and (3) integrating culture, strategy training, language awareness into immersion curricula. Candidates will be involved in reflective and active learning. This course is offered in French.
Prerequisites: Five full university courses in French and demonstrated proficiency in all aspects of communicative competence in French. An extended stay in a francophone milieu is highly recommended for non-native speakers of French.
NOTE: This course does not lead to teaching certification for FSL.

The Origins of Modern Schooling II: Problems in 19th and 20th Century Education History EDU5134 (Course Weight 0.5)
This course traces the historical emergence, development and coming of age of a modern schooling system in North America. Recognizing that the unfolding of a universal, compulsory and publicly funded system of schools in North America did not take place in a vacuum, the course is careful to place the evolution of schools and schooling into the context of the major social, economic and political forces which shaped and are continuing to reshape our modern era. In addition to exploring how schools and the school support structure evolved through the 19th and 20th centuries, this course will also discuss how and if the schools reflect and serve the societies of which they were and are a part.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Visual Arts Intermediate EDU1011 (Course Weight 0.5)
Lectures, seminars, studio workshops, action research, and guest speakers will enable candidates to expand their understanding and appreciation of visual arts experiences, and gain confidence in their ability to deliver appropriate and challenging studio, art history, critical thinking, and aesthetics activities at the senior elementary or junior secondary level (grades 7 to 10). Topics include: art education philosophy; implementing Ontario Ministry of Education and Training curriculum policy and expectations; instructional methods and strategies; authentic assessment and practical evaluation strategies; artistic growth and adolescent development; design concepts; curriculum integration; lesson and unit planning; health and safety practices; managing art materials and the classroom environment; and use of community resources.
Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent.
NOTE: Candidates must have studio-oriented experience.

Visual Arts Intermediate/Senior EDU1010 (Course Weight 1.0)
Lectures, seminars, studio workshops, action research, and guest speakers will enable candidates to expand their understanding and appreciation of visual arts experiences, and gain confidence in their ability to deliver appropriate and challenging studio, art history, critical thinking, and aesthetics activities at the secondary level. Topics include: art education philosophy; implementing Ontario Ministry of Education and Training curriculum policy and expectations; instructional methods and strategies; authentic assessment and practical evaluation strategies; artistic growth and adolescent development; design concepts; media arts and technology; lesson and unit planning; health and safety practices; managing art materials and the classroom environment; use of community resources; and the teacher's personal artistic development.
Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent.
NOTE: Candidates must have studio-oriented experience.

Women, Diversity and the Educational System EDU5140 (Course Weight 0.5)
This course will investigate the changing situation of women in society and the implications for girls' and women's education, with particular attention to classroom climate, educational programs and curricula. Girls' and women's experiences of racism, socio-economic oppression and homophobia will be central to our discussions. Within those topics, we will examine issues of power and responsibility, concerns about physicality and sexuality, and experiences of harassment and violence, as well as recent practical initiatives towards woman-centered, anti-racist education in schools, universities and the community.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Youth Popular Culture and Schooling EDU5556 (Course Weight 0.5)
This course attempts to characterize the complex world of social problems in which teachers and students learn. We will explore the experiences of youth sub-cultures drawing from raves, house, and heavy metal parties; the use of techno, rap, hip-hop and reggae music sub-cultures; drugs, fashion and its relationship to anorexia; and the relationship between youth in shopping malls and school hallways. Also to be explored is the role of the media; how it has imagined or constructed youth as a particular community with shared interests, and how young people resist these stereotypes in school, families, and communities creating independent representations of their own lives.

Technological Studies

✦ Bachelor of Education

✦ Diploma in Technical Education

Ontario Teachers' Certificate of Qualification (O.T.C. of Q.)

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers and who meet all requirements of the program, may be recommended to the Ontario College of Teachers for a Certificate of Qualification (O.T.C. of Q.). This qualifies the holder to teach technological subjects in the Intermediate and Senior divisions of Ontario schools.

Bachelor of Education Degree and Diploma in Technical Education

The **Bachelor of Education** degree will be awarded to candidates who hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, and who successfully complete a program leading to an Ontario Teachers' Certificate of Qualification, (with qualifications in Technological Studies). An approved degree must include at least 15 full-year courses or equivalent.

The **Diploma in Technical Education** will be awarded to candidates who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

However, the **Bachelor of Education** degree will be awarded to holders of the Diploma in Technical Education who, subsequent to receiving this Diploma, submit to the Registrar of OISE/UT proof of having been granted an approved degree from a university whose accreditation is acceptable to the University of Toronto. Only those who received the Diploma in Technical Education after 1975 are eligible for the Bachelor of Education degree.

The Technological Studies Apprenticeship Program (TSAP)

The Technological Studies Apprenticeship program (TSAP) is designed to attract highly skilled trade persons representing teaching subjects in technological studies which are in short supply.

This program, when offered, is delivered in two compressed modules, with possibly three different schedules as detailed below, for starting and completing the program:

a) The academic modules in two consecutive Summer Sessions, with the Practicum and Intership in the intervening months.
b) The academic modules in the Summer and Fall Sessions; the Practicum also in the Fall Session; and the Intership to follow in the Winter Session.
c) The academic modules and the Practicum in the Winter and Summer Sessions, and the Intership to follow in the Fall Session.

Candidates follow the same program of study as those in the regular one-year, September to June program. They will be required to successfully complete the first academic module before proceeding to the second academic module, the Practicum or Intership.

On successful completion of all program requirements, candidates may be recommended to the Ontario College of Teachers for an Ontario Teacher's Certificate of Qualification. Successful candidates will also be awarded either the Bachelor of Education degree or the Diploma in Technical Education.

Technological Studies Areas

"Technological education has moved away from a trade-specific focus to one of integration and the development of transferable skills." This is reflected in the consolidation of areas within technological studies into seven "**broad-based technology**" areas. The descriptions are derived from the "Curriculum Guideline: Broad-based Technological Education" prepared by the Ministry of Education and Training in 1995.

The seven broad-based technology areas are:

- **Communications Technology**
  Includes the study of live, recorded and graphic communications.

- **Construction Technology**
  Includes the study of residential, commercial, industrial, recreational and other built environments, including the systems required to maintain and service them.

✦ **Hospitality Services**
Includes the study of tourism and guiding, travel and accommodation, food preparation and serving, and other hospitality issues.

✦ **Manufacturing Technology**
Includes the study of product design, process and production planning, manufacturing processes, and quality control.

✦ **Personal Services**
Includes the study of health care, personal care, child care, and geriatric care.

✦ **Technological Design**
Includes the in-depth study of a variety of design processes that may be used in solving technological challenges in the fields of architecture, communications technology, construction, manufacturing, electronics and transportation. It also includes the development of industrial and commercial products and services, and health, safely and environmental systems.

✦ **Transportation Technology**
Includes the study of land, air and marine transportation from the point of view of personal transportation, mass transit systems, and the transportation of freight and other objects.

Admission Requirements

All applicants who satisfy the admission requirements outlined in this section will be considered for admission. Selection will be influenced by the number of applicants and the level of qualifications which they present for consideration.

Applicants must meet all four of the following admission requirements:

1. Ontario secondary school graduation, or its equivalent.

2. An acceptable level of proficiency in oral and written English. (see pages 66 - 68).

3. One of:

✦ five years of skilled wage-earning business or industrial experience in the Technological Studies area for which you are applying (see pages 39 - 40),
OR
✦ a combination of post-grade 12 education related to the Technological Studies area for which you are applying, and skilled business or industrial experience totalling at least five years. The latter must include at least two years of skilled wage-earning experience in the selected Technological Studies area of which no fewer than sixteen months must have been spent in continuous employment,
OR
✦ at least 3700 hours of skilled wage-earning experience and successful completion of a post-secondary education program acceptable to the Ontario College of Teachers and which includes at least 24 months (6 semesters of full-time study) of academic studies related to the Technological Studies area for which you are applying. This wage-earning experience need not be continuous employment.

4. Competence in one Technological Studies area at both the basic and related advanced level. Please refer to the list of areas on pages 37 - 38. See also the section on page 40 concerning the Technical Proficiency Examination.

Selection Criteria

OISE/UT reserves the right to refuse candidates whose qualifications may fall within the scope of an area of broad-based technology, but which pertain to such a narrow or specialized skill set as to make these qualifications unsuited for the broad-based technology curriculum of Ontario schools. Similarly, qualifications based on obsolete technology may not be considered.

Preference is given to those applicants who have a relevant three-year diploma or equivalent from a Polytechnical Institute or a College of Applied Arts and Technology or a relevant current Ministry of Training, Colleges and Universities Trade Certificate of Qualification (C of Q).

Broad-based skills related to your selected Technological Studies area, evidence of ongoing training and computer literacy are also considered.

Documentation

Each applicant must submit the following:

1. A completed Ontario Universities' Application Centre (OUAC) TEAS application form with the required application and service fees attached (submitted to the Application Centre in Guelph, Ontario).

2. A completed Technological Studies Profile.

3. Official transcripts from secondary school, a College of Applied Arts and Technology, a Polytechnic Institute and/or University where applicable. If a transcript does not clearly indicate the type of diploma/degree received and the date received, a photocopy of the actual diploma must be submitted.

NOTE: Even if you have a university degree or college

diploma, you are required to submit a transcript showing your high school courses and proof of high school graduation.

4. Documented proof of skilled wage-earning experience.

NOTE: Applicants are advised to obtain a least three original copies of all materials used to document skilled wage-earning experience because original copies will also be required by the College of Teachers and for the purposes of salary determination.

- ✦ Skilled wage-earning experience must be supported by original letters or official documents from a supervisor, personnel manager, and/or other persons in authority who would be familiar with your work, skills and responsibilities. These letters or documents must be on company letterhead which shows the company address, and must be specific as to the nature of work and experience (providing specific statements of the skills used in the position), as well as years and months of duration (start and end dates, typical hours per week).
- ✦ In the event that a company is no longer in business and the forgoing is not available, you must provide an original sworn statement, witnessed by a commissioner of oaths, attesting to the specific nature of work and experience (providing specific statements of the skills used in the position), as well as years and months of duration (start and end dates, typical hours per week). This must be accompanied by at least two supporting documents which provide evidence of your association with the employer (such as a letter of reference, a formal job description or tax records).
- ✦ Self-employed applicants must provide an original sworn statement, witnessed by a commissioner of oaths, attesting to the specific nature of work and experience (providing specific statements of the skills used in the position), as well as years and months of duration (start and end dates, typical hours per week). This must be accompanied by a letter from your accountant, a letter from at least one major supplier of materials, at least one letter from a major client, and a copy of your business license.
- ✦ Skilled wage-earning experience which cannot be documented in an acceptable manner cannot be considered.

5. Documented proof of formal training and skills acquisition prior to the beginning of skilled employment.

- ✦ A Ministry of Training, Colleges and Universities Certificate of Qualification (C of Q) can satisfy this requirement. This must be accompanied by details of the examination showing final mark. If your work experience is in a trade which requires a C of Q, then you must submit both the C of Q and details of your examinations. Photocopies are acceptable.
- ✦ An official transcript from a College of Applied Arts and Technology, a Polytechnic Institute, and/or University can satisfy this requirement if the program is at least two years in length and the studies are directly related to the Technological Studies area for which you are applying and if your skilled wage-earning experience is not in a trade which requires a C of Q.

6. Evidence of an acceptable level of proficiency in oral and written English as described in the OISE/UT Teacher Education English Language Proficiency Policy (see pages 66 - 68).

7. A photocopy of a certificate of change of name, where applicable.

8. A photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.

NOTE:

- ✦ If you have completed courses or certificates relevant to the Technological Studies area for which you are applying, (other than those specified in the list of documents above) you may submit documentation of these qualifications for consideration.
- ✦ Applicants who receive an offer of admission to the OISE/UT initial teacher education program will be required to submit satisfactory evidence of freedom from tuberculosis before registration (required by the Ontario College of Teachers). See page 4 for details.
- ✦ Criminal record screening is required for certification by the Ontario College of Teachers. See page 3 for details.

Acceptable Skilled Wage-Earning Experience

- ✦ Work experience **must** be skilled, in a formalized employment situation and in the Technological Studies area for which you are applying.
- ✦ To be considered "skilled", work experience must have been undertaken after completion of a formal and defined period of training and skills acquisition in the Technological Studies area for which you are applying. Typically, work experience is considered to be "skilled" after you have obtained a Certificate of Qualification or diploma (minimum 2 year program) from a College of Applied Arts & Technology or equivalent from a Polytechnic Institute or University which is relevant to the Technological Studies area for which you are applying.
- ✦ Skilled work experience must involve the actual provision of services or the creation of an end-product using skills within the area of broad-based technology for which you are applying.

- If you do not have a Certificate of Qualification or a diploma from a College of Applied Arts and Technology, (or equivalent from a Polytechnic Institute, or University) which is relevant to the Technological Studies area for which you are applying, then you must submit detailed evidence of equivalent training which occurred prior to the commencement of skilled employment.
- Work experience **must** be at the journeyman level as it relates to a trade license or a Certificate of Qualification.
- If you have submitted transcripts of a diploma or degree in order to fulfill a combination of work experience and academic requirement (see following section), then the work experience must be skilled and completed after the academic program was completed.
- Teaching experience is not considered "skilled wage-earning experience" as intended here.
- Involvement in regulatory oversight of activities within a broad-based technology area is not considered "skilled wage earning experience" as intended here.
- Applicants from outside Canada should have some Canadian skilled wage-earning experience.

NOTE: Applicants should be aware that assessment of work experience by OISE/UT is for admissions purposes only. The Ontario College of Teachers is not obliged to accept our assessment of your work experience and will make its own evaluation for certification purposes.

Notes on Skilled Wage-Earning Experience and Academic Criteria

5 years of skilled wage-earning experience are required if you have an Ontario Secondary School Diploma, or the Honour Graduation Diploma (or equivalent standing as determined by the Ontario College of Teachers), or an academic university degree outside the area of qualification.
4 years of skilled wage-earning experience are required if you have successfully completed a one-year program from a Polytechnical Institute, or College of Applied Arts and Technology in the area of qualification.
3 years of skilled wage-earning experience are required if you have a two-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology in the area of qualification.
2 years of skilled wage-earning experience are required if you have a three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology in the area of qualification, or if you have an acceptable degree in the area of qualification.

Applicants Submitting Documents from Other Countries

- Not all foreign academic credentials can be accepted by OISE/UT.
- Documentation in a language other than English or French must be accompanied by an official government translation or a translation supported by a declaration sworn before a Notary Public or Commissioner of Oaths attesting to the correctness of the translation.
- Secondary School credentials from other countries must be considered to be at a level equivalent to the Ontario Secondary School Graduation Diploma. OISE/UT will make its own equivalency evaluation for admission purposes. However, applicants are advised that the Ontario College of Teachers is not obliged to accept our equivalency evaluation and will make its own evaluation for certification purposes.
- Photocopies are not acceptable unless accompanied by the original documents for our verification.

Technical Proficiency Examination (TPE)

Proof of competence in your chosen Technological Studies area will be determined by a Technical Proficiency Examination (TPE). Candidates will be tested on the fundamental principles, operations, processes and skills of the Technological Studies area in which certification is sought.

However, candidates who hold one of the qualifications listed below may request that the TPE requirement be waived. The TPE Coordinator will provide further information during the first month of the program.

- a Ministry of Training, Colleges and Universities Certificate of Qualification (C of Q) accompanied by the details of the examination showing at least 70% (B) standing in the Technological Studies area for which teaching certification is sought.
  OR
- a degree or a three-year diploma, supported by an official transcript, from a university, Polytechnical Institute or College of Applied Arts and Technology showing proof of concentrated study (a minimum of 5 full courses) in the Technological Studies area for which teaching certification is sought.

For Further Information

Application forms and full instructions for applying may be obtained from the address below. Application forms and material are normally available in September of the year prior to registration.

OISE/UT Registrar's Office
Initial Teacher Education Programs
Admissions Unit, Room 4-455
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-926-4701
Fax: 416-923-7834
E-mail: admissions@oise.utoronto.ca
Website: www.oise.utoronto.ca/admissions
Website: ro.oise.utoronto.ca

Program of Study

The Technological Studies program consists of 7 components (A-G following), for a total of 5.0 Course Weights. Candidates are required to register for the Practicum and the Internship and for the appropriate course(s) in each of the other 5 components. Candidates must successfully complete all 7 components of the program in order to be recommended for the Bachelor of Education degree or the Diploma in Technical Education, and the Ontario Teachers' Certificate of Qualification.

A) Curriculum and Instruction

(Course Weight 2.0)

Two Technological Studies Curriculum and Instruction courses are required of all candidates:

ETS1040 Curriculum Development for Technological Studies (1.0)
ETS1010 Principles and Methods of Teaching Technological Studies (1.0)

B) Teacher Education Seminar

(Course Weight 1.0)

The Teacher Education Seminar (EDU6000) is required of all candidates. It links the candidate's experiences across the program and emphasizes professional growth.

C) Psychological Foundations of Learning and Development

(Course Weight 0.5)

The Psychological Foundations of Learning and Development course (EDU3506) is required of all candidates and focuses on psychological principles of learning and development, key concepts such as intelligence and motivation, diversity among learners and interrelations among the learner, the family, the school, and society in relation to learning.

D) School and Society (Course Weight 0.5)

The School and Society course (EDU3508) is required of all candidates and emphasizes relationships among schools, classrooms, community and society; the diversity of classrooms; teachers' professional work; educational policy and the purposes of education.

E) Related Studies (Course Weight 0.5)

The elective Related Studies courses allow candidates to pursue individual interests and deepen or broaden their knowledge and skills. (Please see pages 21 - 22 for the list of Related Studies courses.)

F) Practicum (Course Weight 0.5)

The Practicum (EDU4010) is required of all candidates and consists of two main components: (i) orientation to schools, with a focus on school culture and school community; and (ii) classroom practice.

Locations of Practicum Assignments

School Boards

Dufferin-Peel Catholic District School Board
Durham District School Board
Durham Catholic District School Board
Halton District School Board
Halton Catholic District School Board
Hamilton-Wentworth District School Board
Hamilton-Wentworth Catholic District School Board
Peel District School Board
Simcoe County District School Board
Toronto Catholic District School Board
Toronto District School Board
York Catholic District School Board
York Region District School Board
*Kawartha Pine Ridge District School Board
*Peterborough Victoria Northumberland and Clarington Catholic District School Board
*Upper Grand District School Board
*Wellington Catholic District School Board

***NOTE:** Second Practicum Session Only

***NOTE:** All Practicum placements are made through the Practicum Office. Under no circumstances should candidates make their own arrangements with schools.

G) Internship (Course Weight 0.0)

The Internship is required of all students and consists of field-based experience. It allows candidates to deepen and broaden their skills and knowledge in terms of the Ontario College of Teachers' Standards of Practice for the teaching profession.

Course Descriptions

***NOTE:* Course Weights/Hours**

- one full course (1.0) = a minimum of 72 contact hours
- one half course (0.5) = a minimum of 36 contact hours

NOTE: Courses are listed in alphabetical order. Please see pages 21 - 22 for descriptions of the Related Studies courses.

Curriculum Development for Technological Studies ETS1040 (Course Weight 1.0)

This course is an introduction to the theory and practice of curriculum development for Broad-Based

Technology programs in secondary schools. The course uses a constructivist approach to promote integrated learning and broad-based technology approaches through activities that lead to the development of unit plans, a course of study, a project outline, a student learning module and a course portfolio. Thematic and project-based strategies are used to address the learning expectations outlined in curriculum guidelines and policy documents and provide a variety of student learning styles, teaching approaches, and assessment and evaluation strategies. Shop safety and workplace safety are themes infused throughout the course.

Internship

The Internship consists of field-based experience. It allows candidates to deepen and broaden their skills and knowledge in terms of the Standards of Practice for the teaching profession developed by the College of Teachers. ***NOTE:*** Course number and course weight are not applicable to the Internship.

Practicum EDU4010 (Course Weight 0.5)

The practicum consists of two main components: (i) orientation to schools, with a focus on school culture and school community; and (ii) classroom practice related to the candidates specific program. Teacher candidates are assigned, during Fall and Winter practicum sessions, to schools or other settings approved by the Ontario College of Teachers, for a minimum of fifty days of combined observation and practice related to these components. As well, candidates may be involved in additional field activities connected to their program through the year.

Principles and Methods of Teaching Technological Studies ETS1010 (Course Weight 1.0)

This course is an introduction to the methodology and processes of facilitating learning in the Broad-Based Technological Education classroom. The course will provide opportunities to apply pre-instructional planning, instruction and classroom management skills, ongoing and post-instructional assessment and evaluation strategies. Emphasis is on course activities that will focus on teaching and learning theories, the dynamics of team and group learning, and the development of written and oral communication skills. Course activities include lesson planning, team practice teaching, report writing, seminar presentations, and the development of video and print student learning modules.

Psychological Foundations of Learning and Development EDU3506 (Course Weight 0.5)

This course focuses on the psychological principles of learning and development in childhood and adolescence, with particular emphasis on their relevance and application to schooling. Its goal is to introduce students to key psychological concepts, such as intelligence and motivation, and their interrelations with the diverse developmental characteristics of the learner. Students will also be encouraged to consider the independent and interactive roles of the student, the family, the school, and society in the learning process.

School and Society EDU3508 (Course Weight 0.5)

This course will help teacher candidates develop a critical awareness of the intersections among schools, classrooms, communities, and society within the changing context of the learning environment. The course addresses the varieties of students who enter the classroom in terms of their diverse social origins, cultures, identities, and social status. The course helps new teachers understand the ways in which their professional work (inside and beyond the classroom) helps prepare these diverse students to be active participants in a changing society. It engages participants in an examination of the purposes of education, education policy, and of teachers' responsibility to work productively with school colleagues and other adults to achieve equitable access, experiences, and outcomes for all students.

Teacher Education Seminar EDU6000 (Course Weight 1.0)

This course focuses on the connections among the candidates' professional courses, the practicum, and their personal experiences. The course provides opportunities for candidates to synthesize their learning in these areas in order to develop: an understanding of the process of becoming a teacher; a personal identity as a teacher, and a foundation for continuing professional growth as an individual and as a member of the teaching community.

The Teacher Education Seminar provides a context and reinforcement for studies undertaken in the professional courses and the practicum, including: principles of assessment and evaluation; effective learning environments and classroom management; special education; Standards of Practice for the teaching profession; and approaches both for promoting diversity and equity in school programs, and for addressing discrimination.

Master of Arts in Child Study and Education

The Institute of Child Study (ICS) is a center of professional training and research in childhood and education. Its program in elementary teacher education is regarded as a leader in the field. The program, leading to the M.A. in Child Study and Education, accommodates approximately 80 students. The I.C.S. Laboratory School, for children from 3 to 12 years, and its Infant Center serve as resources for candidates in the teacher education program, and are also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study - the first university laboratory preschool in Canada. In 1939 this School became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centers. At that time, research studies at the Institute were focused on the preschool years. In 1953 the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the Laboratory School and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

Although graduate study in Psychology had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years. In 1996/97 the program became the Master of Arts in Child Study and Education.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate candidates with a variety of undergraduate backgrounds. The academic program for all candidates includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in practice. In 1971 the Institute became a constituent of the Faculty of Education, bringing together, psychological and educational issues in the study of children. In July 1996, it became a center of the Department of Human Development and Applied Psychology of the Ontario Institute for Studies in Education of the University of Toronto.

NOTE: Candidates in the Master of Arts in Child Study and Education program are also subject to the rules and regulations of the School of Graduate Studies and should refer to the OISE/UT Bulletin and the School of Graduate Studies Calendar for further information.

Master of Arts

The Child Study and Education program is based at the Institute of Child Study, a centre of professional teacher training and research in childhood and education, including a laboratory school.

The core assumption of this graduate teacher education program is that successful teaching involves an understanding of how children's capacities, concerns, and behaviour change with age; how children's individual differences tend to reflect developmental changes; and how children's social and physical environments influence their development.

Our aim is to introduce students to educational and developmental theory and research that is relevant to educational settings, showing how this research can inform classroom practice. Students also learn how to objectively study children, including both practical assessment and formal methods of inquiry. These areas of knowledge must be combined with knowledge of effective teaching methods and teaching environments so that educational practices can build on children's current levels of development.

The program is offered in two streams: two-year, and one-year for ICS diploma graduates who hold an Ontario Teacher's Certificate of Qualification.

Two-Year Program

The two-year M.A. is a unique, research-based teacher education program. Eligible graduates are recommended to the Ontario College of Teachers for an Ontario Teachers Certificate of Qualification. **This qualifies the holder to teach in the primary and junior divisions of Ontario Schools.** Graduates are also recommended for Part 1 of the three-part qualification in Primary Education. Graduates will be eligible for Part 2 of the three-part qualification in Primary Education following one year's successful teaching experience as attested by the appropriate supervisory officer.

During their first year, students will complete 4 six-week half-day placements in classrooms , including: kindergarten/early childhood, grade 1-3, and grade 4-6, plus at least one other six-week placement. In their second year of study, students will complete a 3.5-month full-time internship in an elementary classroom.

Students who may wish to teach in the Roman Catholic Separate Schools of Ontario are required to take a religious education certificate course in addition to their regular electives. The course is offered by the Catholic Office of Religious Education. Students interested in this option should inform the program secretary during registration.

Two further areas of concentration may be elected:

✦ Special Education, Part 1

Students wishing to be eligible for Part 1 of the three-part qualification in Special Education will complete at least one six-week placement in a special education setting in their first year of study. They will elect courses HDP2280H (Introduction to Special Education and Adaptive Instruction) and, in their second year, HDP1285H (Psychology and Education of Students with Learning Disabilities) or another approved special education course.

✦ Qualifying Research Paper

Students planning further graduate study in the foreseeable future are advised to consider a Qualifying Research Paper (QRP). They need to find a QRP supervisor (program staff are committed to supervising a total of at least ten QRPs a year), elect course HDP1209H (Research Methods and Thesis Preparation in Human Development and Applied Psychology) in their first year of study, and elect a research group or independent study course as part of their second year of study while working on their QRP.

It will not normally be possible to complete both the Special Education Part 1 qualification and a QRP within the context of 16 half-courses. Similarly, students without prior empirical research training will not be able to complete a QRP within the context of 16 half-courses.

Admission Requirements

Admission to the two-year M.A. program normally requires preparation equivalent to a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better.** In addition, applicants are expected to have experience working with groups of children, preferably in responsible positions. Selected candidates will be interviewed in most cases.

Applicants should include the following information in addition to the standard application requirements:

1) one or two professional references from places where the applicant has worked with children

2) a list of all experiences working with children, their duration, and whether they were on a paid or volunteer basis

3) the Statement of Intent including information about prior work with children and research interests regarding children that have led to an interest in this program

Because candidates are applying to a teacher education program they also need to submit the following items with their application:

1) a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth

2) a photocopy of a certificate of change of name where applicable

3) satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers).

NOTE: Satisfactory evidence of freedom from active tuberculosis will also be required at the beginning of the second academic year. See page 4 for further details.

NOTE: A criminal record check is required for certification by the Ontario College of Teachers. See page 3 for further details.

Program Requirements

The two-year M.A. program is comprised of the equivalent of 16 half-courses, including practicum and is normally undertaken on a full-time basis. The required courses are:

HDP2200	Child Study: Observation, Evaluation and Reporting
HDP2201	Childhood Education Seminar (full course)
HDP2202	Childhood Education Seminar II: Advanced Teaching
HDP2210	Introduction to Curriculum (full course)
HDP2211	Theory and Curriculum I: Language and Literacy
HDP2212	Theory and Curriculum II: Mathematics and Science
HDP2220	Teaching Practicum (full course)
HDP2221	Advanced Teaching Practicum (full course)
HDP2230	Designing Educational Programs

The remaining three courses are electives. However, students without prior course work in child development or developmental psychology will have to take HDP1201. In addition, students must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is contingent upon successful completion of all first year work.

One-Year Program

This program is offered only to students who hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education from the University of Toronto and who already hold an Ontario Teacher's Certificate of Qualification. The one-year M.A. program is intended to further develop an academic-inquiry oriented approach to children and learning. The program will also provide good preparation for students who may be interested in pursuing further graduate study.

Admission Requirements

In addition to the admission requirements stated previously for the two-year program, applicants to the one-year M.A. program must also hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education from the University of Toronto.

Program Requirements

The one-year M.A. program is comprised of eight half-courses and may be undertaken on a full- or part-time basis. The required courses are:

HDP2211 Theory and Curriculum I: Language and Literacy
HDP2212 Theory and Curriculum II: Mathematics and Science

The remaining courses are electives. For students who may be interested in further graduate study, it is strongly recommended that they include as part of their elective courses a course in research design and measurement and a course in statistics, plus complete a Qualifying Research Paper (QRP) that includes empirical field work.

For Applications and Further Information:

OISE/UT Registrar's Office
Graduate Studies Unit
252 Bloor Street West, Room 4-485
Toronto, Ontario, Canada, M5S 1V6
Telephone: (416) 923-6641, Ext. 2663 or 2664
Telephone: 1-800-785-3345
Fax: (Grad. Studies) (416) 323-9964
Fax: (416) 926-4725
Cable Address: OISETOR
E-mail: gradstudy@oise.utoronto.ca

Course Descriptions

Child Study: Observation, Evaluation and Reporting HDP2200H

A course designed for students to learn the skills and knowledge fundamental to a developmentally oriented systematic study of children. This is done through observing, recording, interpreting, and reporting in a professional manner the behaviour and development of children in diverse practice and research settings. A range of methods from direct observation to standardized testing will be surveyed. The role of the practitioner as critical inquirer will be emphasized.
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.

Childhood Education Seminar HDP2201Y

A seminar examining the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory. This seminar draws on the students' experiences from practicum placements. This course will also include a focus on childcare arrangements and related issues for children in elementary schools, and a review of the Day Nurseries Act.
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.

Childhood Education Seminar II: Advanced Teaching HDP2202H

This seminar will provide for discussion of topics and issues that emerge during the students' internship (HDP2221Y Advanced Teaching Practicum). This course will also include a review of the Education Act and regulations, the College of Teachers and regulations, and one or more sessions on the history of the child care movement, and on current policy issues on child care.

Introduction to Curriculum HDP2210Y

A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve. Basic areas of the elementary curriculum will be introduced, including arts (drama, music, physical education, and visual arts), communications, mathematics, and science.
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.

Theory and Curriculum I: Language and Literacy HDP2211H

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of communications (speaking, listening, reading, writing). The practical problems of curriculum design are informed by theoretical considerations of children's linguistic development from

infancy onwards, and of the differences between oral and written language.
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.

Theory and Curriculum II: Mathematics and Science HDP2212H
A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of mathematics. The practical issues are informed by theoretical considerations of children's cognitive development from infancy onwards, particularly the ways in which implicit knowledge becomes explicit, and naive theories become formalized.
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.

Teaching Practicum HDP2220Y (Pass/Fail)
Students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of an associate teacher on site and an academic staff member at the Institute of Child Study. There are two practicum sessions, each providing 144 hours of practicum experience in 2, six-week, half-day blocks.
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.

Advanced Teaching Practicum HDP2221Y (Pass/Fail)
Second year Child Study and Education students carry out one internship placement lasting 16 weeks. Internships may be in classes from preschool through grade six. Through these internships students consolidate skills under the supervision of a mentor teacher on site and a staff member from the Institute of Child Study. The internship provides a total of 320 practicum hours.
NOTE: This course is normally open only to students in the M.A. in Child Study and Education program.

Designing Educational Programs HDP2230H
An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.

Master of Teaching in Human Development and Curriculum

The Departments of Curriculum, Teaching and Learning, and Human Development and Applied Psychology offer a two-year Master of Teaching degree in Human Development and Curriculum. Upon successful completion of this program, students will be awarded a Master of Teaching (M.T.) degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools. The cooperating departments contribute courses, provide facilities and provide supervision for graduate research. Students are admitted to the program through either of the two departments.

The Human Development and Curriculum program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The program provides students with a strong conceptual grounding in human development, cognitive psychology, educational technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves to enhance and extend the theoretical and practical experiences of students preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practicum, along with independent and collaborative research and major research papers (MRP).

Admission Requirements

Applicants are admitted under SGS general regulations. Applicants normally must have the equivalent of a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better** in the final year. In their Statement of Intent, applicants should describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. Final selection will be made based on an interview by a panel of faculty, teachers and students. Given the limited number of students in this program, not all eligible applicants can be admitted.

Applicants apply for admission to this program through either the Department of Curriculum, Teaching and Learning or the Department of Human Development and Applied Psychology. Admission and degree requirements for the program are the same for both departments. Because applicants are applying to a teacher education program they also need to submit the following items with their application:

a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
b) a photocopy of a certificate of change of name where applicable
c) satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers).

NOTE: Satisfactory evidence of freedom from active tuberculosis will also be required at the beginning of the second academic year. See page 4 for further details.

NOTE: A criminal record check is required for certification by the Ontario College of Teachers. See page 3 for further details.

Specializations

Applicants must select **one** of the following specializations:

- **Primary/Junior** (junior kindergarten to grade 6).
- **Junior/Intermediate** (grades 4 to 10).

NOTE: Applicants to the Junior/Intermediate specialization must select **one** teaching subject from the following list:

English (First Language)

Prerequisites: Two full university courses in English

French (Second Language)

Prerequisites: Five full university courses in French as well as written and spoken proficiency demonstrated through tests administered at the time of admission

Geography

Prerequisites: Two full university courses in Geography

Health and Physical Education

Prerequisites: No prerequisites are required

History
Prerequisites: Two full university courses in History

Mathematics
Prerequisites: Two full university courses in Mathematics

Music - Instrumental
Prerequisites: Two full university courses in instrumental Music or demonstrated proficiency in brass, winds and strings

Music - Vocal
Prerequisites: Two full university courses in Music or appropriate background in Music

Science-General
Prerequisites: Three full university courses in Science.
NOTE: Only Science-General is offered at OISE/UT

Visual Arts
Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Program Requirements

The two-year M.T. degree is composed of the equivalent of 16 half-courses (14 core and two electives), including practicum, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the coursework (including practicum), all candidates must successfully complete a comprehensive examination at the end of the program in order to graduate and receive the M.T. degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Core Courses

Curriculum, Teaching and Learning
CTL1011H Anti-Discriminatory Education in School Settings
CTL1019H Authentic Assessment
CTL7000Y Curriculum and Teaching
CTL7001H Collaboration, Curriculum, Community and Teaching
CTL7003H Conceptual Basis for Methods of Teaching in Primary, Junior and Intermediate Classrooms

Human Development and Applied Psychology
HDP1201H Child and Adolescent Development
HDP2280H Introduction to Special Education and Adaptive Instruction
HDP2288H Reflective Teaching and Analysis of Instruction
HDP7002H Ethical, Legal and Professional Issues in Education
HDP7004Y Practicum in Schools
HDP7005Y Practicum Internship

Elective Courses

The two electives are selected from course offerings in the Departments of Curriculum, Teaching and Learning and/or Human Development and Applied Psychology. Choice of electives is contingent upon the approval of the student's faculty advisor.

For Application and Further Information:
OISE/UT Registrar's Office
Graduate Studies Unit
252 Bloor Street West, Room 4-485
Toronto, Ontario, Canada, M5S 1V6
Telephone: (414) 9236641, Ext. 2663 or 2664
Telephone: 1-800-785-3345
Fax: (Grad. Studies) (416) 323-9964
Fax: (416) 926-4725
Cable Address: OISETOR
E-mail: gradstudy@oise.utoronto.ca

Core Course Descriptions

Anti-Discriminatory Education in School Settings CTL1011H
In this course we will identify spaces in which we find discrimination in education - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-discriminatory educational work in school settings. Emphasis in the course will be placed on integrating theory and practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice.

Authentic Assessment CTL1019H
In this course candidates will formulate a personal policy on student assessment, develop authentic assessment tools appropriate to their teaching assignments, and assess the quality of authentic assessment strategies. Particular attention will be given to performance assessments, portfolios, self-evaluation, cooperative assessment, student beliefs and attitudes toward assessment, measurement of affective outcomes and professional standards for evaluating student assessment practices.

Curriculum and Teaching CTL7000Y
An introduction to education techniques and the role of the teacher in implementing, evaluating and designing curricula for students in grades K to 10. Basic areas of the elementary curriculum will be introduced, including arts (drama, music, physical education and visual arts), communications mathematics and science. Additionally, the course explores classroom management and illustrates methods for curriculum planning and development including practical assessment strategies.
NOTE: This course is normally open only to students in the M.T. in Human Development and Curriculum program.

Collaboration, Curriculum, Community and Teaching CTL7001H
This course will enable students to analyze the interrelated conditions that shape the classroom context specifically and educational change generally. The impact of community and collaboration upon the curriculum and role of the teacher are studied in detail. Topics include cooperative learning, parental participation, and the influence of collegial relationships with students, parents, community, government and social business agencies upon the classroom and the school.
NOTE: This course is normally open only to students in the M.T. in Human Development and Curriculum program.

Conceptual Basis for Methods of Teaching in Primary/Junior or Junior/Intermediate Classrooms CTL7003H
This course examines the conceptual basis underlying teaching methods, problems, and issues related to curricula in the Primary and Junior Divisions (Junior Kindergarten to Grade 6) or Junior and Intermediate Divisions (Grades 4-10). Instruction is given in general methods and specific approaches to teaching. Junior/Intermediate students will specialize in one of the subject areas listed in Schedule A of Regulation 184 of the Education Act. Opportunities to observe and participate in the activities of the elementary school classroom will be provided to consolidate conceptual understanding and develop skills in the applied delivery of curriculum.
NOTE: This course is normally open only to students in the M.T. in Human Development and Curriculum program.

Child and Adolescent Development HDP1201H
This course addresses factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. As well, preventative and remedial phases of mental health are examined.

Introduction to Special Education and Adaptive Instruction HDP2280H
A critical analysis of current issues related to philosophy, practice, administration, integration and inclusion, and instructional and classroom adaptations.
NOTE: This course is intended primarily for Child Study and Education students, those in the Interdepartmental program in Adaptive Instruction and Special Education, M.Ed. students and School and Clinical-Child students in HDAP. Others must seek the permission of the instructor to register. This course is not appropriate for students who already have a background in special education.

Reflective Teaching and Analysis of Instruction HDP2288H
This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to classroom-based assessment and remediation of generic learning skill deficits in diverse student populations. Discussion of instructional and assessment methodologies will be followed by experience applying these methodologies to various content areas in the curriculum.

Ethical, Legal and Professional Issues in Education HDP7002H
This course provides students with an overview of legal, ethical and professional issues as they relate to the educational practitioner. Models of decision-making designed to assist practitioners with ethical concerns are reviewed and practiced with a variety of case examples. Issues are also examined in relation to professional conduct and responsibilities. The course will address school law in Ontario.
NOTE: This course is normally open only to students in the M.T. in the Human Development and Curriculum Program.

Practicum in Schools HDP7004Y
This course provides supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Students are placed in partnership schools in public and separate school systems and in other settings. Students are under the joint supervision of a field teacher on site and an academic staff member at OISE/UT. The practicum provides a minimum of 30 days of field experience.
NOTE: This course is normally open only to students in the M.T. in the Human Development and Curriculum Program.

Practicum Internship HDP7005Y
Students are placed in partnership schools in public and separate school systems and in other settings. Students are under the joint supervision of field teachers on site and an academic staff member at OISE/UT. The practicum provides a minimum of 80 days of field experience as junior staff members within school settings.
NOTE: This course is normally open only to students in the M.T. in the Human Development and Curriculum Program.

Other Programs of Interest to Prospective Teachers

This listing is for general information only. For official program descriptions and application information, please consult the calendars of the divisions concerned.

Faculty of Arts and Science

University of Toronto at Mississauga (UTM)

Exceptionality in Human Learning

The four year specialist undergraduate degree program provides a good preparation for applicants to the OISE/UT Bachelor of Education program or the Master of Arts in Child Study and Education program (for kindergarten to grade 6).

Mathematics Education

OISE/UT and the University of Toronto at Mississauga have agreed to a partnership to enhance the preparation of secondary school teachers of mathematics. Students in the undergraduate program at the University of Toronto at Mississauga will enrol in the program during their third year.

During their fourth year, students will take a special mathematics course designed to be good preparation for students wanting to pursue a career in teaching and will participate in a field experience in a secondary school working with a mentor teacher. Their work at OISE/UT will build upon their prior learning.

University of Toronto at Scarborough (UTSC)

The Early Teacher Project

A four year undergraduate degree program in the Physical Sciences and in French Language Education leading to admission to the OISE/UT Bachelor of Education degree program.

Faculty of Music

Music Education

A four year undergraduate degree program in music education which provides a good preparation for music applicants to the OISE/UT initial teacher education degree programs.

School of Physical and Health Education

Physical and Health Education

A four year undergraduate degree program which provides a good preparation for physical and health education applicants to the OISE/UT Bachelor of Education degree program. Prospective teachers should pay particular attention to the "Preparation for Teaching Option".

Teachers' Associations of Ontario

Ontario College of Teachers/L'Ordre des enseignantes et des enseignants de L'Ontario

121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: 416-961-8800
1-888-534-2222 (within Ontario)
Fax: 416-961-8822
E-mail: info@oct.on.ca
Website: www.oct.on.ca

L'Association des enseignantes et des enseignants franco-ontariens (AEFO)

681, Chemin Belfast
Ottawa, Ontario K1G 0Z4
Téléphone: 613-244-2336
1-800-267-4217
Télécopieur: 613-563-7718
Télécopieur: 1-800-609-7718
Courriel: aefo@aefo.on.ca
Site web: www.franco.ca/aefo

Elementary Teachers' Federation of Ontario (ETFO)

480 University Avenue, Suite 1000
Toronto, Ontario M5G 1V2
Telephone: 416-962-3836
1-888-838-3836
Fax: 416-642-2424
Website: www.etfo.ca

Ontario English Catholic Teachers' Association (OECTA)

65 St. Clair Avenue East, 4th Floor
Toronto, Ontario M4T 2Y8
Telephone: 416-925-2493
1-800-268-7230
Fax: 416-925-7764
Website: www.oecta.on.ca

Ontario Secondary School Teachers' Federation (OSSTF)

60 Mobile Drive
Toronto, Ontario M4A 2P3
Telephone: 416-751-8300
1-800-267-7867
Fax: 416-751-3394
Website: www.osstf.on.ca

Ontario Teachers' Federation (OTF)

1300 Yonge Street, Suite 200
Toronto, Ontario M4T 1X3
Telephone: 416-966-3424
1-800-268-7061
Fax: 416-966-5450
Website: www.otffeo.on.ca

Qualification Evaluation Council of Ontario (QECO)

1300 Yonge Street, 2nd Floor
Toronto, Ontario M4T 1X3
Telephone: 416-323-1969
1-800-385-1030
Website: www.qeco.on.ca

Fees

✦ Administrative User Fees
✦ Library Fees and Fines
✦ Tuition Fees

The University reserves the right to alter fees and other charges described in the Calendar. To be officially registered, tuition fees must be paid. Consult the University's fees website (*http://www.utoronto.ca/fees.htm*) for full details on the tuition fees and fees refunds.

1. The minimum first payment for the initial teacher education program, and outstanding payments for any previous session at the University of Toronto, must be made prior to registration in September or you may not be allowed to register. Students who have applied for OSAP assistance prior to May 31, 2002, and cannot pay the required fees before receiving their OSAP funds, may obtain a temporary deferment of fees.

2. The total fee for the session is assessed to your account at registration. If you have not paid the total amount of fees owing, service charges will be assessed as follows: all outstanding balances, regardless of source of payment, or when the course or program is held, are subject to a service charge of 1.5% per month compounded, first assessed on October 15th and on the 15th of each month thereafter (regardless of the day of the week on which the 15th falls) until paid in full.

3. Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. Notification of withdrawal must be made in writing to the Registrar.

4. International Students whose visa status in Canada changes during the session may be eligible for a fee adjustment under one of the approved provisions. To receive an adjustment you must report your status change and present supporting documents prior to October 31, in the first term and January 31 in the second term.

Administrative User Fees (2002/2003)

Advanced Standing Evaluations	58.00
Calendar for persons not registered in OISE/UT	4.00
Copy of record	15.00
Duplicate tax receipts	5.00
Faculty Service Fee	70.00
Final marks (replacement copy)	13.00
Late registration fee (plus $5.00 per day)	44.00
Letters/Forms of Confirmation	7.00
Official transcripts	9.00
Petition to re-read examination	36.00
(refundable if grade is changed in the student's favour)	
Re-instatement	61.00
Re-registration	24.00
Replacement of Calendar	4.00
Replacement of student/library card	12.00
Student System Access Fee (per session)	15.00
Supplemental examinations (per course)	70.00

Library Fees and Fines (2002/2003)

Damaged book or serial	25.00
Lost book	75.00
Lost bound serial	125.00
Lost unbound serial	75.00
Overdue fines	
• Books and serials (per day per item)	.50
• Short-term loan books and serials (per hour, per item)	.50
• Short-term loans beyond 24 hours (per day, per item)	7.50
• Reserved/Recall books and serials (after 7 days of notice)	2.00

Bachelor of Education and Diploma in Technical Education

Tuition Fees (2002/2003)	$
Academic fee	
Domestic students	4,643.00
International students	12,485.00
Non-academic incidental/ancillary fees	
Domestic students	834.44
International students	834.44
University Health Insurance Program	
Domestic students	-----
International students	737.92
Total fee payable	
Domestic students	5,477.44
International students	14,057.36

Master of Arts in Child Study and Education

Tuition Fees (2002/2003)	$
Academic fee	
Domestic students	6,416.00
International students	12,836.00
Non-academic incidental fees	
Domestic students	706.78
International students	706.78
University Health Insurance Program	
Domestic students	-----
International students	737.92
Total fee payable	
Domestic students	7,122.78
International students	14,280.70

Master of Teaching in Human Development and Curriculum

Tuition Fees (2002/2003)	$
Academic fee	
Domestic students	6,416.00
International students	12,836.00
Non-academic incidental fees	
Domestic students	706.78
International students	706.78
University Health Insurance Program	
Domestic students	-----
International students	737.92
Total fee payable	
Domestic students	7,122.78
International students	14,280.70

Financial Assistance and Awards

NOTE: Master of Arts in Child Study and Education and Master of Teaching in Human Development and Curriculum candidates should also refer to the OISE/UT Graduate Studies Bulletin.

✦ Financial Assistance

Policy on Student Financial Support

The University of Toronto's Policy on Student Financial Support states, as a fundamental principle that "No student admitted to a program at the University should be unable to enter or complete the program due to a lack of financial means." This guarantee, which is implemented through the UTAPS program (see below) is designed to ensure that all students have access to the resources necessary to meet their needs as assessed by a common mechanism. This mechanism is based on the Ontario Student Assistance Plan (OSAP). The University of Toronto is unique among Canadian universities in providing this assurance of financial support.

Ontario Student Assistance Program (OSAP)

The Ontario Student Assistance Program (OSAP) provides needs-based financial assistance to Ontario residents who are Canadian citizens or permanent residents. Students in course loads of sixty per cent or greater are considered for both federal and provincial interest-free student loans to assist with educational and living expenses. The Ontario Student Opportunity Grant provides partial forgiveness of loans on an annual basis for students who have incurred large debt loads.

It is strongly recommended that students apply for OSAP assistance prior to May 31. Students from other Canadian provinces should apply through their provincial financial aid authority. Admissions and Awards can provide addresses and in many cases, application forms.

OSAP application forms can be accessed on-line at: http://osap.gov.on.ca

Further information may be obtained from:
Admissions and Awards
315 Bloor Street West
University of Toronto
Toronto, Ontario M5S 1A3
Telephone: 416-978-2190.
OR
OISE/UT Student Services Office
252 Bloor Street West, Room 5-103
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca
Website: fcis.oise.utoronto.ca/~stuserv

Ontario Bursary for Students with Disabilities

Non-repayable assistance of up to $7,000 is available for OSAP recipients who have special education expenses as a result of a disability. Information and applications are available from Admissions and Awards. Detailed information on this program is also available on the OSAP website.

UTAPS (University of Toronto Advance Planning for Students)

Students are first expected to rely on OSAP assistance up to the level of the maximum OSAP loan. UTAPS is a University of Toronto program of financial support to students whose needs have not been fully met after receiving maximum government aid from OSAP. The University will provide assistance in the form of a non-repayable grant that covers the difference between OSAP-assessed need and the maximum allowable loan provided to the student. You are automatically considered for UTAPS if you apply for OSAP. Out-of-province students must fill out a special application form available from the Office of Admissions and Awards.

University of Toronto Work-Study Plan

This program is funded by the University and the Ministry of Training, Colleges and Universities and provides on-campus part-time employment to students with financial need. Students are expected to have applied to OSAP but those with special circumstances may also be considered providing financial need can be demonstrated. Eligibility information and applications are available from Admissions and Awards.

OISE/UT Bursary

The OISE/UT Awards Committee offers non-repayable bursaries to students registered in the Bachelor of Education/Technological Studies program who demonstrate financial need. The Committee meets monthly throughout the year and students may apply for, and receive, more than one bursary during the year. Applications are available from the OISE/UT Student Services Office, Rm. 5-103. The bursary is intended to supplement the student's own resources, including government assistance. Students are expected first to apply for, and qualify for, an OSAP loan, although special circumstances are sometimes considered. If you are seeking financial counselling, or wish to discuss your personal circumstances in confidence, please make an appointment to see a counsellor in the OISE/UT Student Services Office.

✦ Special Bursaries

Christopher Parker Memorial Fund

This fund was established to provide a one-time grant to support full-time OISE/UT students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited, to students with hearing impairments.

Percy H. Taçon Memorial Bursary

This bursary, in the amount of $500, will be awarded annually to a student registered in the Visual Arts option of the B.Ed./O.T.C. of Q. Program. Recipients will be selected on the basis of financial need and demonstrated ability to make a significant contribution to the field of art education. Candidates must apply to the OISE/UT Awards Committee by November 1.

✦ Entrance Awards

M. Penelope Carter Award

One award, to the value of the annual income of the endowment, will be granted by the OISE/UT Awards Committee to a person admitted to the initial teacher education program in the Intermediate/Senior divisions who will enrol in English. The recipient must have graduated from the University of Toronto with high academic standing in a Specialist or Major Program in English. In addition, the demonstrated financial need of the applicant, especially as related to family responsibilities, will be considered. The value of this award is expected to be approximately $5,000.

The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted for the following academic year to the Intermediate/Senior Division in the teacher education program and who apply for this award. The application deadline is July 1.

The John J. Del Grande Scholarship

This scholarship is presented annually to a student entering the OISE/UT Preservice Program with Mathematics as a designated teaching subject and who has demonstrated academic excellence in Mathematics and a strong experience profile. The recipient must have earned a 4-year degree from an accredited university and have successfully completed at least 7 full university courses in Mathematics (including courses in Mathematics, Statistics or Computer Science).

Prof. Arthur Louden Memorial Entrance Scholarship in Science

One or more awards to the value of the annual income will be made by the OISE/UT Awards Committee to persons admitted to the Intermediate/Senior Division in the teacher education program who will enrol in Science and have best demonstrated high academic achievement in biology or chemistry or physics, and have a desire to teach Science. The maximum value of each award is not more than $5,000.

The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted for the following academic year to the Intermediate/Senior Division of the teacher education program who have selected Science as a teaching subject and who apply for the award. The application deadline is July 1.

Dr. and Mrs. R. L. Peterson Memorial Entrance Award
One or more awards of $1000 each, up to the value of the annual income, will be awarded to a person(s) admitted to the Intermediate/Senior division of the OISE/UT Bachelor of Education Program who will enrol in Science (Biology, Chemistry, Physics or Science General) and who best demonstrate(s) a commitment to conservation and activities providing preparation for a career in teaching. Candidates must also have good academic standing and demonstrate financial need.

The recipient will be selected by the OISE/UT Awards Committee by August 1, from persons admitted for the following academic year to the Intermediate/Senior divisions of the teacher education program who have selected Science and Environmental Science as their teaching subjects and who apply for the award. The application deadline is July 1.

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education

One or more awards to the value of the annual income of the endowment (normally $200 - $250) will be granted by the OISE/UT Awards Committee to a person or persons admitted to the initial teacher education program in the Primary/Junior divisions who has best demonstrated academic achievement and a strong desire to teach children in the Primary/Junior grades.

The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted for the following academic year to the Primary/Junior divisions of the teacher education program and who apply for the award. The application deadline is July 1.

University of Toronto Vari Scholarships

One or more awards of not more than $10,000 will be made to persons admitted to the Intermediate/Senior divisions of the Bachelor of Education program. Applicants for the Vari Scholarship are expected to have good academic standing in a four-year degree and a strong Applicant Profile. Selection is also based on a letter of reference from a professor, performance on the GRE General Test, and performance on a competitive essay. To be eligible for the Vari Scholarship, applicants must have resided in Ontario for twelve months prior to the beginning of the term of study and demonstrate financial need.

Applications for the Vari Scholarship are available from the OISE/UT Registrar's Office, Initial Teacher Education Admissions Unit, during the application period for the Bachelor of Education program and must be submitted by the application deadline for the Bachelor of Education program.

✦ Awards of Honour

The staff and students of the initial teacher education program have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from those who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and OISE/UT. In addition, a fourth award recognizes an outstanding contribution to the life of OISE/UT. Unless otherwise noted, no application is required for any of the following awards.

Primary/Junior Award of Honour

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to the outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to the outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour

The staff and students of the initial teacher education program, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior program who most demonstrates 'outstanding qualities of scholarship, teaching ability, and character'.

Award for Outstanding Contribution to the Life of the Faculty

This award, in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974, is presented to a student who has demonstrated excellence in leadership and participation in the Councils and activities of the initial teacher education program. Nominations for this award may be made to the OISE/UT Awards Committee by staff and students by a deadline established each spring.

Arnolds Balins Award

This award is presented annually to a student of geography in the initial teacher education program on the basis of academic standing, concern for others, perseverance, and qualities of leadership. (Approximate value: $500 - $600)

Mark A. R. M. Crowe Memorial Award

This award, honouring the memory of a gifted teacher will be given annually at the completion of the academic year. The recipient will be a student in the Intermediate/ Senior, History and/or Politics programs who best exemplifies the qualities of the late Mr. Crowe: compassion, dedication and excellence in teaching. The value of the award will be the annual income. (Approximate value: $500 - $600)

Robert Morrice Crowe Award

This award, established by Mrs. Irene Crowe, is given at the conclusion of the academic year to a Bachelor of Education student who has demonstrated excellence in teaching music and mathematics, and has been successful in being sensitive to the needs of his/her pupils. The value of the award will be the annual income. (Approximate value: $750)

James W. Fair Award in Elementary Education

This annual award will be made to a student in the Primary/Junior or Junior /Intermediate program who has made an outstanding contribution to the program and has displayed teaching proficiency, leadership, care and concern for others, full participation in the program and activities of OISE/UT, and an intention to pursue further study in education. (Approximate value: $900 - $1,000)

R. J. McMaster Award

This award was established by the friends and colleagues of Professor R. J. McMaster and is awarded annually to the outstanding student in the Intermediate/Senior English program at OISE/UT. (Approximate value: $50)

O. E. C. T. A. Award of Excellence

The Ontario English Catholic Teachers' Association has established this award of $200 and an O.E.C.T.A. pin for the student in the initial teacher education program who is an associate member of the O.E.C.T.A., has successfully completed the religious education course, and has demonstrated outstanding practice teaching and academic performance.

OISE/UT Commendation

This annual award, in the form of a certificate, is presented to individual students or groups of students for outstanding achievement during the academic year.

R. Darrel Phillips Award

This general proficiency award was established as a memorial to Professor R. D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of that Department. It is awarded annually to the student in the Technological Studies program who achieves the highest academic average. (Approximate value: $100 - $250)

P. A. Petrie Huron County Scholarship

This award will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the teacher education program (mathematics and/or science teaching option) at OISE/UT, University of Toronto. Preference will be given to a candidate who is a graduate of a Huron County secondary school. (Approximate value: $900 - $1000)

Alexander Pringle Seggie Award

The award will be made annually to the student in the initial teacher education program who shows the greatest all round achievement in academic standing, practice teaching and contribution to the program. (Approximate value: $600 - $650)

A. P. Seggie Memorial Award

The Ontario Business Education Association each year honours the outstanding candidate in Business Studies. The name of the recipient is placed on a plaque which was established in memory of Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974.

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)

This scholarship is awarded to a full-time student in the teacher education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration. (Approximate value: $750 - $850)

✦ Continuing Education Awards

Jeffrey Drdul Memorial Award in Special Education

Two awards, to the value of the annual income, will be made to two graduates of the OISE/UT Bachelor of Education Program who are continuing in an Additional Qualification course in Special Education at OISE/UT in the session immediately following the applicants graduation from the Teacher Education Program. Graduates with interest in Early Childhood Education, English as a Second Language, Science, Mathematics or Technology Education may also be considered. Application should be made to the OISE/UT registrars Office, Continuing Education Unit, Room: 4-485 by April 30. (Approximate Value: $1,000)

Jeffrey Drdul O.S.O.T.F. Memorial Award in Special Education

One or more awards, to the value of the annual income, will be made to graduates of the OISE/UT, Bachelor of Education program who are continuing in an Additional Qualification course in Special Education at OISE/UT in the session immediately following the applicants graduation from the teacher education program. Recipients will be selected on the basis of financial need and demonstrated ability to contribute to the field of special education. Application should be made to the OISE/UT registrars Office, Continuing Education Unit, Room: 4-485 by April 30. (Approximate Value: $700 - $800)

Morgan Parmenter Award in Guidance

One or more awards, to the value of the annual income, will be granted to graduates of the University of Toronto teacher education program who are continuing in an additional qualification course in Guidance at the University of Toronto in the session immediately following the applicants' graduation from the teacher education program. Recipients will be selected by the OISE/UT Awards Committee on the basis of financial need and demonstrated ability to contribute to the field of guidance and counselling. Application should be made to the OISE/UT Awards Committee by April 30. (Approximate value: $700 - $800)

Don Wright Scholarship in Vocal Music

(The Changing Voice)
This scholarship is awarded to a full time student in the teacher education program who is academically eligible for admission to the Honour Specialist additional qualification course in Vocal Music or Vocal and Instrumental Music and who has a strong interest in developing young voices from grades 5 to 10. (Approximate value: $750 - $850)

✦ Institute of Child Study Awards

James Fair Bursary

Two bursaries of $500 each will be awarded to students in the Institute who have demonstrated financial need and who perform a service benefiting children in the Institute Laboratory School. The application deadline is September 30.

Margaret Kidd Award

The fund is designed to provide small grants (normally less than $100) to assist students at the Institute of Child Study in attending conferences that will enrich their professional education and their potential for participation and innovation in the care and education of young children.

Applications for grants are accepted in one Fall and one Spring competition. The competition is administered by the I.C.S. Leighton-McCarthy Committee, which acts as the Institute's scholarship and awards committee. Awards are based on the student's record, the relevance of the proposed conference to the education and care of young children, and plans to 'report back' on the conference to the I.C.S. community.

Preference is given to students in the second year of the Master of Arts in Child Study and Education program. Interested students should submit a one page proposal by October 15 or February 15 depending on the term in which they plan to attend a conference. The proposal should be given to the Chair of the Leighton-McCarthy Committee.

Leighton McCarthy Memorial Scholarship

$500 is awarded annually to a second-year student in the Master of Arts in Child Study and Education program. Selection is made by the Awards Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

✦ Award Winners 2001-2002

Primary/Junior Award of Honour
Yusuf Varachia

Junior/Intermediate Award of Honour
Christienne Erina Morgan Bardecki

Intermediate/Senior Award of Honour
Josie Giuseppina Galloro

Award for Outstanding Contribution to Life of the Faculty
Jonathan Jeremy Galea

Arnold Balins Award
Julia Elizabeth Ross

The M. Penelope Carter Award
Gail Henley Olsheski

Mark Crowe Memorial Award in History and Political Science
Vince Antonio Pileggi

The Robert Morrice Crowe Award in Music and Mathematics
Emily Goble

OISE/UT Commendations
Karen-Elaine Edge
Anthony Scott Fairclough
Eva Filippova
Hercules Savas Fortis
Maureen Ann Giuliani
Caroline Ho
Patricia Elma Lowery
Kuljit Manget
Michele Aimee Mani
Helen Monk
Jennifer Nadine Parker
Sheil Patel
Kavit Puri
Tamara Smith
Jorge Manuel Sousa
Krista Kathleen Telford
Mary Jane Thelander
Lucia Vani
Gillian White
Campus Option Primary/Junior Teacher Candidates
Student Teachers' Union Executive

Jeffrey Drdul Memorial Awards in Special Education
Maria Theresa Cutajar
Ella Kirk
Joanna Marshall
Eve K. Stone

James W. Fair Award in Elementary Education
Kathleen Anderson

John J. Del Grande Scholarship
Giancarlo Brotto

The Professor Arthur Louden Memorial Entrance Scholarship in Science
Alexander Degian
Julie Kathryn Howard
Ruth Szu-Yi Ng
Shanawar Ozair
Diana Chaw-Yu Wang
Jacqueline Louise Wolfe

O.E.C.T.A. Award of Excellence
Amanda Irene Ann Ward
Sheilagh Anne Bourassa-Young

The R. J. McMaster Award
Diane M. Vautour

Morgan Parmenter Award in Guidance
Christine J. Tremblay
Wendy Jo Ingrid Hanninen

The Dr. and Mrs. R. L. Peterson Memorial Entrance Award
Paul Michael Cermak
Kimberley Eileen MacDonald

The P. A. Petrie Huron County Scholarship
Andrea Elisabeth Mary McPhee

The R. Darrel Phillips Proficiency Award
Kim Doranne Crawford
John Harvey Negru

Alexander Pringle Seggie Award
Renee Nicole Rawlins

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education
Susan Louise Mabey

A.P. Seggie Memorial Award-Business
Benedetta Troina

Don Wright Scholarship in Vocal Music (The Changing Voice)
Tara Michelle Nadal

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)
Robert Scott

University of Toronto Vari Scholarships
Martha Jane Armstrong
Linda Blom
Ashleigh Sheila Braithwaite
Catherine Jennifer Cuttle,
Andrea Kimberley Eaton
Vanessa Mo

Student Services and Facilities

On the following pages is brief information about some of the student services and facilities available at OISE/UT and at the University of Toronto. OISE/UT students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided in the handbook, ***'Getting There'***. It describes the Career Centre, Hart House activities, the Athletic Centre, Legal Aid, Health Service, Housing Service, the International Student Centre, the work of the University Ombudsperson, and the services of the Students' Administrative Council (SAC), the Association of Part-time Undergraduate Students (APUS) and the Graduate Students' Union (GSU). Copies of the handbook are given to all students at registration.

OISE/UT Services and Facilities

Education Commons

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE/UT community. At the main campus and through field operations, in person and through electronic means, the Education Commons seeks to provide "one-stop-shopping" for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE/UT activity.

Users will have access to:

- a specialized collection in the field of education including:
  - extensive reference materials
  - over two thousand journal titles
  - complete microfiche holdings of the ERIC and ONTERIS document series.
  - materials on teaching the theory and methodology of curriculum from preschool through adult levels
  - Ministry of Training, Colleges and Universities documents
  - school board curriculum materials, textbooks and content resources used in Ontario schools
  - a representative collection of children's literature
  - a varied and extensive collection of computer software, video-tapes, films, slides, kits, cassettes and other materials
  - specialized collections of modern language, Franco-Ontarienne and women's materials
  - many electronic sources, including CD-ROMs, online databases and electronic full-text journals.
- a collection of over 8 million items located in the numerous libraries of the University of Toronto Library System
- a wide range of Internet resources including remote library catalogues
- reference assistance in accessing information for their courses, research or practice teaching assignments
- comprehensive instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet
- a variety of computers which support standard productivity tools, specialized research software, and teaching/learning resources
- face-to-face and mediated learning opportunities, and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology
- a variety of multimedia production and viewing resources, including support for telecommunications, interactive video and computer graphics
- learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, e-mail and the World Wide Web
- other university resources to meet their information and technological needs.

More information on how the Education Commons and its staff can support your work at OISE/UT can be obtained from the main site of the Education Commons at 252 Bloor Street West, or at any of its other sites throughout OISE/UT.

Location: 252 Bloor Street West, 3rd Floor
Hours: Contact the following areas
Telephones:

- Education Commons Reception
  416-923-6641 ext. 2763
- Information Resources and Services
  Circulation Desk: 416-926-4719
  Reference Desk: 416-926-4718

Website: www.oise.utoronto.ca/ec

Graduate Students Association

The Graduate Students' Association (GSA) of OISE/UT is the official graduate student government at OISE/UT and is affiliated with the Graduate Students' Union of the university. All OISE/UT graduate students are members of the GSA. It is an advocacy group which lobbies on behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of OISE/UT.

Location: 252 Bloor Street West, Room 8-105
Telephone: 416-923-6641 ext. 4724
E-mail: gsa@oise.utoronto.ca

Indigenous Education Network (IEN)

The IEN is a self determining organization founded, within OISE/UT in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE/UT and a forum for discussion on issues relating to Aboriginal education and research. The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN. Co-chairs representing both faculty and students lead the IEN.

The IEN supports Aboriginal students and their study interests in education while at OISE/UT; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is comprised of Aboriginal students, alumni, and faculty in initial teacher education and graduate studies in all departments at OISE/UT plus non-Aboriginal faculty and students interested in Aboriginal education and research. The IEN invites interested faculty and students to participate in its network.

Location: Room 7-191, 252 Bloor Street West
Telephone: 416-923-6641 ext. 2286
E-mail: ien@oise.utoronto.ca
Website: www.oise.utoronto.ca/other/ien/ienpage.html

International Students

A special effort is made to welcome students from abroad and to meet their special needs. On one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

International Students' Association (ISA)

OISE/UT's International Students' Association (ISA) arranges "buddies" for incoming students from abroad; holds an orientation meeting and monthly luncheon meetings for academic and cultural exchange, and holds social and cultural events and activities. It works jointly with other organizations to serve international students interests and represents international students on committees and councils established at OISE\UT. It helps international students become inextricably woven into the fabric of the OISE\UT community. The ISA represents the international students' perspective on issues, concerns and problems that require a collective solution and looks into the specific needs of the international students. The ISA is also represented on the GSA General Council.

Location: 252 Bloor Street West, Room 8-107
Telephone: 416-926-4733
E-mail: isa@oise.utoronto.ca

Kidspace Inc. Daycare

Kidspace Inc. Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE/UT. Kidspace is licensed to care for a maximum of 24 children between the ages of 2 1/2 and 5 1/2. The children are cared for by qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Children wishing to attend Junior or Senior Kindergarten are accompanied to Huron Public School in the afternoon.

Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is available. Fee subsidies are available but must be applied for from the Metro Toronto Children's Services Department.

Location: 252 Bloor Street West, 1st Floor
Telephone: 416-926-4702.
Fax: 416-926-4725
E-mail: rrakoff@oise.utoronto.ca

OISE/UT Alumni Association

The OISE/UT Alumni Association is located in the Development and Alumni Affairs Office.

Contact: Office of Development and Alumni Affairs
Location: 252 Bloor Street West, Room 12-101
Telephone: 416-923-6641 ext. 2234

Research Consulting Service

The Department of Curriculum, Teaching and Learning provides a free consulting service to OISE/UT students and staff involved in research projects. Consultation topics may include research methodology, questionnaire design, data processing, graphics, qualitative analysis techniques, statistical procedures, software use, results writeup, etc. Short non-credit workshops are offered on research-related software: data entry, SPSS, and qualitative software packages. Appointments must booked in advance by calling the number above, while drop-in advice is available daily in the Education Commons lab #6 between 3:00 and 4:00 p.m. weekdays.

Head: Susan Elgie
Location: 252 Bloor Street West, Room 11-250
Hours: Drop-in advice - 3:00 to 4:00 p.m.
Monday to Friday in lab #6, Room 3-320
Telephone: 416-923-6641 ext. 2601
E-mail: resconsult@oise.utoronto.ca

Student Services Office (OISE/UT)

The Student Services Office provides individual student counselling on financial matters, loans and bursaries. The primary purpose of the Student Services Office is to support and enhance the development of students as they proceed through their academic and professional training at OISE/UT. Special services to students with a disability are coordinated through this office.
Acting Director: Malcolm Levin
Manager: Allan Shatzky
Location: 252 Bloor Street West, Room 5-103
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca
Website: fcis.oise.utoronto.ca/~stuserv

University-wide Services and Facilities

Aboriginal Student Services and Programs - First Nations House

First Nations House, located in the Borden Building North at 563 Spadina Avenue, houses the Office of Aboriginal Student Services and Programs (OASSP), founded in 1992, and the Native Students Association. The House provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Leadership, spiritual growth and academic excellence is the motto of First Nations House.

First Nations House provides a home for Aboriginal people on campus, a place for the Native community in Toronto to interface with the university, and a place where the university community can learn about Native people.

Contact: The Office of Aboriginal Student Services and Programs
Location: First Nations House
563 Spadina Avenue, Third Floor
University of Toronto
Toronto, Ontario M5S 1A1
Telephone: 416-978-8227
Fax: 416-978-1893

Accessibility Services for Students

The mandate of Accessibility Services is to facilitate the inclusion of students with disabilities and chronic health conditions into university life. Students first meet with an intake counsellor to discuss their individual needs. Where appropriate and for those eligible, students may then be referred to one of the professionals on staff, such as the Adaptive Equipment Consultant, Learning Disability Specialist, Psychologist or Occupational Therapist to establish strategies and determine accommodations for academic success. All discussions are confidential and information is disclosed only with permission of the student.

Location: Robarts Library, 1st Floor
130 St. George Street
Toronto, Ontario M5S 1A5
Telephone: 416-978-8060, (Voice)
T.D.D.: 416-978-1902
Fax: 416-978-8246
E-mail: accessibility.services@utoronto.ca
Website: disability.sa.utoronto.ca

Accommodation and Cost of Living

The following figures represent the approximate costs for a single student living in Toronto for twelve months in 2002/03, excluding tuition:

Accommodation	$5,000
Books/Supplies	$600
Dental Insurance	$130
Food	$2,100
Health insurance (UHIP) (international students)	$703
Household expenses	$1,000
Local transportation	$900
Recreation/Entertainment	$1,100
Workshops and other fees	$650
Personal and miscellaneous:	$1,200
TOTAL	$11,780

Housing

The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date on-campus and off-campus housing as well as other information a student might need to assist in locating and arranging suitable student housing.

The Student Housing Service provides brochures on the legal rights and responsibilities of landlords and tenants, city and campus maps, transit information, as well as lists of temporary housing, independent residences and childcare facilities near campus, moving companies, and food services.

✦ On-Campus Housing

Residences for single, graduate and undergraduate students are located on all three campuses of the University. You should contact the residence directly to inquire about application.

✦ Family Housing

The St. George campus has two high-rise buildings that provide unfurnished apartments to full-time University of Toronto students with families.

✦ Off-Campus Housing

The Student Housing Service maintains a registry of housing ads for students which are posted daily. You should begin your search about three weeks prior to your intended date of occupancy. Landlords rarely advertise more than two months prior to the occupancy date. Usually it should take no more that two weeks to find suitable accommodation.

NOTE: Since off-campus accommodation is not inspected, the quality cannot be estimated or guaranteed. Therefore it is very important for students to meet with the landlord and inspect the premises before entering any agreement.

Students needing more information regarding their student housing options should contact the Student Housing Service at:

✦ St. George Campus

Location: Koffler Student Services Centre, 2nd floor
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8045
Fax: 416-978-1616
Website: eir.library.utoronto.ca/StudentHousing/

✦ **Erindale Campus:** 905-828-5286
✦ **Scarborough Campus:** 416-287-7365

Career Centre

The Career Centre has developed the following services to meet the career planning and employment needs of the graduate student population: graduate dossier service, career counselling, career development and employment, search seminars, industry talks, employer and alumni panels and presentations, recent graduate employment service, career and employment information, Resume Clinic and mock interviews.

Location: Koffler Student Services Centre
214 College Street,
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8000
Website: www.careers.utoronto.ca

Community Safety Coordinator

The Community Safety Coordinator is responsible for coordinating ongoing education and outreach initiatives directed at improving personal safety and security on campus. The position also involves case management and police liaison on behalf of persons reporting violence, and the coordination of the University's personal safety programs. The Coordinator works closely with the complementary services provided by other equity officers, faculty and staff associations, various campus groups and the Office of Student Affairs.

Location: 21 Sussex Avenue, 2nd Floor
Telephone: 416-978-1485
Website: www.utoronto.ca/police/safetycoord.html

Family Care

The Family Care Office offers assistance with issues faced by students, staff and faculty who are balancing family responsibilities with educational and career pursuits. The Family Care Office can help you access the most appropriate on or off campus services to meet the needs of your family, whether the issue is family law or marital counselling, play groups or day care for adults with Alzheimer disease.

Location: Koffler Student Services Centre, 2nd floor
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: 416-978-0951
Fax: 416-946-5466
E-mail: family.care@utoronto.ca
Website: www.library.utoronto.ca/familycare

Hart House

All OISE/UT students are automatically members of Hart House. Come in and enjoy a wide variety of social, cultural and athletics programs - indoor track, swimming pool, Nautilus circuit, fitness and instructional classes, remarkable art gallery, fantastic music and free concerts,

great debates and 30+ clubs and committees from bridge to yoga. All in one magnificent building that is open to welcome you 365 days a year. Travel to Hart House Farm in the Caledon Hills.

Enjoy fresh food in the Arbor Room, an excellent lunch or Sunday brunch in the Gallery Grill, book an event or meeting (the catering service is unsurpassed), or simply find a quiet place to read or relax. Make Hart House your 'home away from home'.
Telephone: 416-978-2452
Website: www.utoronto.ca/harthouse

Health Services

Medical and psychiatric services are available at the University Health Services, Koffler Student Services Centre, 214 College Street. The Medical Clinic also offers its services to spouses or partners. Sports injury services are under the auspices of the Department of Athletics and Recreation.

All students need health insurance coverage - for example, OHIP, other provincial plans, CIDA, Commonwealth, UHIP, or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. The University Health Insurance Plan (UHIP) is compulsory for international students. Please contact the International Student Centre (see below) for UHIP information.

Location: Koffler Student Services Centre
214 College Street
Telephone:
- Medical Clinic, 416-978-8030
- Psychiatric Division, 416-978-8070
- Sports Injury, 416-978-7376

E-mail: health.services@utoronto.ca
Website: www.utoronto.ca/health

International Student Centre (ISC)

All members of the university are invited to use the facilities and services of the Centre and take part in ISC programs. Services include: counselling and assistance with problems arising from cultural differences, information about work or study opportunities abroad and English conversation classes. Services especially for international students include a reception service and orientation events for newcomers and ongoing assistance with a variety of non-academic concerns (e.g. immigration, health insurance **[UHIP]**, tax). ISC also organizes socio-cultural activities such as trips, cultural evenings, international days, career and scholarship information sessions, etc.

Location: 33 St. George Street
Toronto, Ontario M5S 2E3
Telephone: 416-978-5646
E-mail: isc.information@utoronto.ca
Website: www.library.utoronto.ca/www/isc/

International Student Exchange Office

Students from all faculties and departments are encouraged to participate in the international and Canadian exchanges offered through the International Student Exchange Office.

International exchanges include universities in the following countries: Australia, Barbados, China, Estonia, France, Germany, Israel, Italy, Jamaica, Japan, Korea, New Zealand, Singapore, Sweden, Taiwan, Trinidad, and the United Kingdom.

Canadian exchanges include: McGill University, McMaster University, Queen's University, Université Laval, Université de Montreal, University of Alberta, University of British Columbia, University of Waterloo, and the University of Western Ontario.

All students accepted into CANEX, the Canadian exchange program, are eligible to apply for the CANEX Bursary. All students accepted into an international exchange program are eligible to apply for the International Student Exchange Bursary. Additional awards are available for some exchanges. For more information and application forms, contact:

Location: Koffler Student Services Centre, Room 202
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: 416-946-3138
Fax: 416-978-6110
E-mail: student.exchange@utoronto.ca
Website: www.utoronto.ca/student.exchange/

Lesbian, Gay, Bisexual, Transgendered, Queer Resources and Programs Office

The University of Toronto is committed to providing equality and opportunities for all, by providing a safe, welcoming, working and learning environment that is free of discrimination and harassment against lesbians, gays, bisexuals, transgendered and queer people. All students, employees and alumni of the University are entitled to enjoy the services, facilities, resources and opportunities offered by the University with the same freedom as heterosexuals.

Location: Koffler Student Services Centre
214 College Street, Room 302
Telephone: 416-946-5624
Fax: 416-971-2037
E-mail: lgbtq.resources@utoronto.ca
Website: www.sa.utoronto.ca/details.php?wcid=73

Race Relations and Anti-Racism Initiatives Office

Established as a permanent office in January 1993, the Race Relations and Anti-Racism Initiatives Office serves the three campuses of the University under a mandate that includes responsibility for dealing with discrimination and harassment on the basis or race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.

Location: 21Sussex Ave.
Telephone: 416-978-1259
Fax: 416-946-8296
Website: www.library.utoronto.ca/www/equity/rrr.htm

Sexual Harassment Office

Sexual harassment is unwanted sexual attention and includes any unwelcome pressure for sexual favours, or any offensive emphasis on the sex or sexual orientation of another person which crates an intimidating, hostile or offensive working or learning environment. The Sexual Harassment Office deals with complaints under the University's Policies and Procedures: Sexual Harassment. The policy covers complaints of harassment based on sex or sexual orientation, sets out a formal resolution procedure and provides for mediation, counselling and public education. Members of the university may also contact the office on an informal basis for information or assistance in resolving an issue. Calls to the office, and the complaints procedure itself, are confidential.

Location: 40 Sussex Avenue, 3rd floor
Telephone: 416-978-3908
Fax: 416-971-2289
Website: www.library.utoronto.ca/www/equity/sxh.htm

Status of Women Office

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the identification and removal of systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude.

The Status of Women Office produces an electronic newsletter (Women on the Wire - WOW) with information on events and brief articles on issues and topics of interest. WOW can be accessed through the website of the Status of Women Office, the Equity Issues Advisory Group or the University of Toronto.

Location: Office of the President, Simcoe Hall
Telephone: 416-978-2196
Fax: 416-971-2295
E-mail: status.women@utoronto.ca
Website: www.library.utoronto.ca/wow/
OR
www.library.utoronto.ca/www/equity/stw.htm

Policies and Regulations

English Language Proficiency Policy

NOTE: This policy relates to the Bachelor of Education and Diploma in Technical Education/Ontario Teachers' Certificate of Qualification Program only. Master of Arts in Child Study and Education and Master of Teaching in Human Development and Curriculum candidates should refer to the OISE/UT Graduate Studies Bulletin.

English is the language of instruction for all initial teacher education courses at OISE/UT, with the exception of some Modern Language Education courses. Consequently, to be successful in these courses and in the Practicum and the Internship, candidates must demonstrate a high degree of proficiency in both oral and written English.

As well, successful candidates receive certification to teach in schools where English is the language of instruction, and where the primary obligation of the elementary and secondary school teacher is to meet the needs of the learner. To do this effectively the teacher must be able to communicate effectively in English, the students' language of instruction. OISE/UT is committed to producing graduates who possess strong English language skills to meet these needs, and who will also be competent and effective role models in the use of oral and written English.

Thus, all applicants to the Bachelor of Education and Diploma in Technical Education/Ontario Teachers' Certificate of Qualification Program, as well as Ontario College of Teachers' Special Student applicants to the Continuing Education Program are required to give evidence of their oral and written proficiency in English.

A. Acceptable Levels of Proficiency in English

✦ For Applicants To The Diploma In Technical Education Program

All students applying for admission to the Diploma in Technical Education/Ontario Teacher's Certificate of Qualification Program, must satisfy one of the following criteria:

a) their mother tongue or first language is English
OR
b) they have studied full-time for at least four years (or equivalent) in an English language school system located in a country where the first language is English
OR
c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iv) which follows.

✦ For Applicants To The Bachelor of Education Degree Program

All students applying for admission to the Bachelor of Education/Ontario Teacher's Certificate of Qualification Program must satisfy one of the following criteria:

a) their mother tongue or first language is English
OR
b) they have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English
OR
c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iv) which follows.

✦ For Ontario College of Teachers Special Students Applying To The Continuing Education Program

All teachers seeking Ontario Certification who have been directed by the Ontario College of Teachers to take professional courses at a faculty of education, and who apply for admission to the Continuing Education Program to complete such requirements must satisfy one of the following criteria:

a) their mother tongue or first language is English
OR
b) they have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English
OR
c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iv) which follows.

B. Acceptable Tests and Required Scores

NOTE: All tests must have been taken within the 3 years prior to the date of application to the OISE/UT Teacher Education programs.

i) An official statement of results of **TOEFL** (Test of English as a Foreign Language) for either the new computer based test or the previous paper-based test. These two tests, although equivalent, use different grading scales.

   Applicants who take the computer based test must submit an official statement of results showing a minimum score of 250, and also have a minimum Essay Rating Score of 6.0, as well as the **TSE** (Test of Spoken English), with a minimum score of 55.

   Applicants who have taken the paper based test must submit an official statement of results showing a minimum score of 600, and the **TWE** (Test of Written English), showing a minimum score of 6.0, as well as the **TSE** (Test of Spoken English), showing a minimum score of 55.

   OR

ii) An official statement of results of **IELTS** (International English Language Testing System) showing an overall band score of 7 and no band score of less than 5.

   OR

iii) An official statement of results of **MELAB** (Michigan English Language Assessment Battery), showing a score of 92 and also the Oral Interview component, showing a rating of 4.

   OR

iv) An official statement of the results of **TOP** (Test of Oral Proficiency) showing a minimum score of 7.0 and **TOW** (Test of Written Proficiency) with a minimum score of 3.0.

   OR

v) An official statement of the results of the **University of Toronto, School of Continuing Studies' English Language Academic Preparation Course** completed at the 600 Level with a grade of at least 'B'.

C. Deadline for Submitting Evidence of English Language Proficiency

The deadline for submitting evidence of oral and written proficiency in English will be the same as the deadline for submitting transcripts and the Applicant Profile to OISE/UT for the respective Bachelor of Education and Diploma in Technical Education/Ontario Teacher's Certificate of Qualification Program application/admission cycle. In the case of Continuing Education applicants the deadline would be that which is published for each session.

D. Information About the Tests Which are Acceptable as Evidence of English Language Proficiency

Information about the content of tests, test dates, test requirements and applicable fees may be obtained as follows:

1. TOEFL (Test of English as a Foreign Language)
TWE (Test of Written English)
TSE (Test of Spoken English)
Educational Testing Service
P. O. Box 6151
Princeton, New Jersey
U.S.A. 08541-6151
Telephone: 609-921-9000
Website: www.toefl.org

2. IELTS (International English Language Testing System)
University of Cambridge Local Examinations Syndicate
1 Hills Road
Cambridge, U.K. CB1 2EU
Website: www.ielts.org/index.html

Applicants may also contact their nearest British Council Office. The only **North American IELTS** test site is at Conestoga College of Applied Arts and Technology in Kitchener, Ontario. Information regarding scheduling for IELTS at this location may be obtained by contacting the IELTS Administrator at 519-748-5220 ext. 603.

3. MELAB (Michigan English Language Assessment Battery)
English Language Institute
Testing and Certification Division
3020 North University Building
The University of Michigan
Ann Arbor, Michigan
U.S.A. 48109-1057
Telephone: 313-764-2416/763-3452
E-mail: melabelium@umich.edu
Website: www.isa.umich.edu/eli/melab.html
OR
The Toronto MELAB Test Centre
New College, Room 2045
University of Toronto
Toronto, Ontario M5S 2Z3
Telephone: 416-946-3942

4. TOW (Test of Written Proficiency)
TOP (Test of Oral Proficiency)
7-B Pleasant Blvd, Box 1164
Toronto, Ontario, Canada M4T 1K2
NOTE: This is a mailing address only
Telephone: 416-962-2673
E-mail: info@copetest.com
Website: www.copetest.com

5. The University of Toronto, School of Continuing Studies, English Language Academic Preparation Course
Telephone: 416-978-5104
Fax: 416-971-2839
E-mail: carolyn.bercu@utoronto.ca
Website: http://learn.utoronto.ca/esl/news.asp

Applicants who feel that they require further information concerning our English Language Proficiency requirement may wish to contact:

OISE/UT Registrar's Office
Initial Teacher Education Programs
Admissions Unit, Room 4-455
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-926-4701
Fax: 416-923-7834
E-mail: admissions@oise.utoronto.ca

Grading Practices - Bachelor of Education and Diploma in Technical Education Programs

NOTE: Grading Practices for the following programs are printed in the calendars specific to each of those programs and are also available from the Registrar's Office:

- ✦ Graduate Studies in Education
- ✦ Continuing Education Program for Teachers

A. Evaluation Procedures - Courses

1. During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:

   i a list of all assignments, with due dates;
   ii the weighting factor or percentage allotment for each course requirement;
   iii statement on the procedure used to determine final grades;
   iv a description of the format and nature of the final examination (where applicable).

2. After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the students enrolled in the course. Any change shall be reported to the Dean (or designate).

3. Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students with time for its discussion.

4. Student performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.

5. For each course at least one piece of term work which is a part of the evaluation of a student's performance, whether essay, lab report, review, etc., shall be returned to the student prior to the last date for withdrawal from the course without academic penalty.

6. Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.

7. All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies and, when necessary, may require that the grades as submitted be reconsidered. OISE/UT has the final responsibility for assigning the official course grade.

B. Evaluation Procedures – Practicum

The evaluation of student performance in the Practicum will include the following:

1. A formal statement describing the evaluation process, including the criteria to be used in assessing the performance of students and the appeal mechanisms available. This statement will be available to all students before the beginning of the first Practicum session.

2. A formative (interim) performance evaluation with written documentation for each Practicum session with feedback to the student.

3. Written documentation of the summative (final) evaluation of the Practicum session.

C. Evaluation Procedures – Internship

The evaluation of student performance in the Internship will include the following:

1. A formal statement describing the criteria to be used in determining if the requirements of the Internship have been completed successfully, and the appeal mechanisms available. This statement will be available to all students before the beginning of the Internship.

2. Written documentation of the successful completion of the Internship.

D. Conditions for Final Standing

1. Students will be evaluated on all seven components of the program:
   - Curriculum and Instruction
   - Teacher Education Seminar
   - Psychological Foundations of Learning and Development
   - School and Society
   - Related Studies
   - The Practicum
   - The Internship.

2. i Grades in the Curriculum and Instruction subjects, Teacher Education Seminar, Psychological Foundations of Learning and Development, School and Society, and Related Studies, will be reported in the Refined Letter Grade Scale of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.

   ii Grades in the Practicum will be reported on the summative evaluation form as Pass or Fail. On the student's grade report and transcript, however, a final Pass grade will be recorded as a Credit (CR) and a final Fail grade will be recorded as a No Credit (NCR).

   iii Completion of the Internship requirement will be reported as "Successfully Completed" or "Unsuccessful" on the grade report and transcript.

3. The relationship among the letter grade scale, the grade meanings, the scale of numerical marks and the grade point value for all components of the program, excluding the Internship, is as follows:

i Grade Scale for Courses

Letter Grade	Grade Meaning	Scale of Numerical Marks	Grade Point Value
A+		90 - 100%	4.0
A	Excellent	85 - 89%	4.0
A-		80 - 84%	3.7
B+		77 - 79%	3.3
B	Good	73 - 76%	3.0
B-		70 - 72%	2.7
C+		67 - 69%	2.3
C	Adequate	63 - 66%	2.0
C-		60 - 62%	1.7
D+		57 - 59%	1.3
D	Marginal	53 - 56%	1.0
D-		50 - 52%	0.7
F	Inadequate	0 - 49%	0.0

ii Grade Scale for the Practicum

Letter Grade	Grade Meaning
CR (Credit)	Pass
NCR (No Credit)	Fail

iii Internship

Does not have a grade scale

4. A grade assigned in a course is not an assessment of standing within the program. To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Certificate of Qualification (Ontario College of Teachers), a student must attain:

   i a minimum of a **D-** grade in each course in the following components of the program:
   - Curriculum and Instruction
   - Teacher Education Seminar
   - Psychological Foundations of Learning and Development
   - School and Society
   - Related Studies

   ii a minimum of **an overall C+ average (2.3 GPA)** in five components:
   - Curriculum and Instruction
   - Teacher Education Seminar
   - Psychological Foundations of Learning and Development
   - School and Society
   - Related Studies

   The overall average will take into account course weights.

   iii a Credit **(CR)** in the Practicum.*

   iv successful completion of the Internship.**

*A student must receive a **Pass** in each scheduled Practicum session (includes all summative evaluations). A student who receives a **Fail** in one Practicum session may

be given the opportunity of earning a **Pass** in an additional Practicum session prior to the Internship, subject to review and approval by the Practicum Office. This opportunity will be given only once. A student who receives a **Fail** in more than one session of the Practicum will receive a final grade of **NCR (No Credit)** for the Practicum component of the program and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education nor for the Certificate of Qualification (Ontario College of Teachers).

**A student who does not successfully complete the Internship may be given another opportunity to complete this program requirement within the next academic year subject to review and approval by the Practicum Office.

E. Supplemental Privileges

1. Students not satisfying the Conditions for Final Standing may be granted supplemental privileges by the Dean's Review Committee.

2. Supplemental privileges granted in E.3 and E.4 below are limited to a combined total of two courses irrespective of the credit value of the course.

3. A student may be granted supplemental privileges in a course in which an **F** has been received. There are no supplemental privileges for a final grade of **NCR** in the Practicum component of the program nor for an unsuccessful Internship.

4. A student who receives a final grade of **C, C-, D+, D or D-** in a course may be granted supplemental privileges in that course if the student's overall average in the program is less than a **C+ (2.3 GPA).**

5. A supplemental privilege may take the form of an examination or another method of satisfying the requirements of the course or program as determined by the Dean's Review Committee.

6. The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the student's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree or the Diploma in Technical Education and the Certificate of Qualification (Ontario College of Teachers).

7. No student will be permitted to take more than twice any final examination, or part thereof, for any degree, diploma or certificate listed in the Calendar, except by permission of the Appeals Committee of the Council of the Faculty.

F. Student Access to Examination Papers

1. Copies of final examination papers for the preceding academic year are available in the OISE/UT Education Commons/Library. These are available for review by students upon request. In some cases instructors may be granted an exemption from filing an examination paper. Exemptions may be granted by the Dean (or designate). In those cases, an exemption notice will be filed in place of the copy of the examination.

2. A student has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A student also has the right to review his or her examination, with a representative of the Elementary or Secondary Program setting the examination. A fee covering administrative costs and copying costs (where applicable) will be levied and must be paid prior to the review.

G. Withdrawals

A student may withdraw from the Bachelor of Education degree or Diploma in Technical Education program without academic penalty on or before March 31. If a completed "Withdrawal from the University" form is submitted to the Registrar before the official deadline, the designator **WDR** (withdrawn without academic penalty) will be entered on the student's academic record. A student who withdraws without notifying the Registrar, in writing, will be assigned a grade of **F** or **NCR**, as appropriate, in all courses. A student who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

H. Conflict of Interest

Where the instructor or a student has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Dean (or designate), who shall take steps to ensure fairness and objectivity.

I. Procedures in the Event of Disruptions

1. Principles

The following principles shall apply in the event of disruption of the academic program:

i The academic integrity of academic programs must be honoured; and
ii Students must be treated in a fair manner, recognizing their freedom of choice to attend university classes or not without penalty.

2. Procedures

i The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.
ii Individual instructors responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.
iii Changes to the classroom procedures should, where possible, first be discussed with students prior to the class in which a vote of the students present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Dean (or designate) with a report on the attendance at the class where the vote was taken.
iv Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Dean (or designate) with his or her recommendation, along with the results of any classroom votes . The Dean (or designate) shall then make a decision.
v Where classes are not able to convene, the instructor, with the prior approval of the Dean (or designate), shall make changes deemed necessary to the classroom procedures. In the absence of the instructor, the Elementary or Secondary Program Coordinator shall consult with the Dean (or designate). Any changes made will be submitted to the Provost for approval. Where courses are to be cancelled, approval of the Council of the Faculty is required. If the Council of the Faculty cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.
vi Students must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume, students must be informed, at class, of any changes made during the disruption.
vii Where changes to the classroom procedures are made, students who do not wish to complete the course under the revised procedures may withdraw without academic penalty. This must be done prior to the last day of classes.
viii Where students have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.
ix A student who feels, owing to his or her special circumstances, that changes to the classroom procedure have unreasonably affected his or her grade, may appeal the grade following the procedures as set out in each division.

Appeal Procedures

Bachelor of Education and Diploma in Technical Education Programs

(Students in the Master of Arts in Child Study and Education and Master of Teaching in Human Development and Curriculum programs should refer to the OISE/UT Graduate Studies Bulletin)

A. Appeal of Academic Grades

A student may discuss a disputed grade informally with the instructor(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

1. A student may appeal, in writing, a disputed grade to the instructor responsible, within two weeks of receiving the disputed grade. The student will present to the instructor a written statement detailing the grounds of the appeal and the resolution sought. The instructor will provide the student with a written statement giving the rationale for granting or denying the appeal.

2. The student may appeal the decision of the instructor, in writing, to the Chair of the Department within two weeks of receiving the decision . The Chair of the Department will seek to arbitrate the dispute. If the matter cannot be settled, the Chair of the Department, in

consultation with members of the Department, will review the case and submit to the student and the instructor, in writing, the ruling of the Department and the rationale for the decision.

3. The student or instructor may, within two weeks of receipt, appeal the ruling of the Department, through the Registrar, to the Appeals Committee of the Faculty Council of OISE/UT. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, instructor and Chair of the Department . The committee will review the case and, through the Registrar, submit in writing, to the parties concerned, the decision of the committee, and the rationale for the decision.

4. The student, the instructor or the Chair of the Department may, within two weeks of receipt, appeal the ruling of the Appeals Committee in writing through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE/UT. The Chair of the OISE/UT Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE/UT may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE/UT, to the parties concerned.

5. The student may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE/UT.

B. Appeal of Failures in Practice Teaching

A student may discuss a failure of a practice teaching session with the associate teacher(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

NOTE: As associate members of the Ontario Teachers' Federation (OTF), students should be aware of the regulations made under the Teaching Profession Act.

1. A student may appeal, in writing, the failure assigned by the associate teacher to the Coordinator of Practice Teaching within two weeks of receiving the report. The student will present to the Coordinator a written statement detailing the grounds of the appeal. The Practice Teaching Coordinator will send, within three working days, a copy of the student's appeal to the associate teacher. The Practice Teaching Coordinator, in consultation with the student, the associate teacher, the principal of the school, and the faculty instructor familiar with the student's performance, will review the case and submit a written statement to the student giving the rationale for granting or denying the appeal.

2. The student or the associate teacher may, within two weeks of receipt, appeal the decision of the Practice Teaching Coordinator, through the Registrar, to the Appeals Committee of the Faculty Council of OISE/UT. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, the associate teacher and the Practice Teaching Coordinator. The committee will review the case and, through the Registrar, submit in writing to the parties concerned, the decision of the committee, and the rationale for the decision.

3. The student, the associate teacher or the Practice Teaching Coordinator may, within two weeks of receipt, appeal the ruling of the Appeals Committee, through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE/UT. The Chair of the OISE/UT Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE/UT may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE/UT, to the parties concerned.

4. The student may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be

commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE/UT.

C. Applicability of Faculty Regulations

The Registrar's Office normally handles matters regarding the applicability of faculty regulations.

A student petitioning the applicability of faculty regulations will present to the Registrar a written statement detailing the grounds of the request and the resolution sought. The Registrar, in consultation with the Dean, will provide the student with a written statement giving the rationale for granting or denying the request.

Policies and Principles for Admission to the University of Toronto

1. Preamble

a. These Policies and Principles apply to the recruitment and selection of students for admission to all programs of study at the University of Toronto which lead to a degree, diploma or certificate.

b. These Policies and Principles supplement but do not supplant specific requirements for admission that are determined by individual academic divisions of the University. No specific requirements, however, may be inconsistent with or contravene these policies and principles.

c. These Policies and Principles govern the conduct of all persons who officially represent the University of Toronto or anyone of its colleges, faculties, or schools in liaison with prospective students or secondary schools.

d. These Policies and Principles constitute a commitment on the part of the University of Toronto towards secondary schools and other post-secondary institutions to share fully the responsibility for working in the best interests of education and society generally and of students individually.

2. Statement of Policies and Principles for Selection

a. The University of Toronto admits the best possible students on the basis of academic performance and potential as required by the curricular content and, where judged relevant by the division, professional requirements of the individual degree or diploma program(s) to which the applicant seeks admission.

b. Individual colleges, faculties, and schools may recognize a variety of achievements that they deem worthy of consideration and exemplary to other students.

c. The University of Toronto admits students to its colleges, faculties, and schools in the expectation that students will be successful in achieving their academic goals or other academic objectives, and make significant personal and professional contributions to their communities.

d. With the exception of the specific conditions provided for in Section 2.e, neither the University nor any of its colleges, faculties, and schools will establish requirements for admission that in any respect involve criteria, either implicit or explicit, which are based on personal characteristics such as race, ancestry, colour, ethnic origin, sex, creed, age, marital status, family status, sexual orientation, physical disability, alumni status, or actual or potential for benefaction to the University.

e. The University of Toronto in recognition of its special responsibilities to the peoples of Metropolitan Toronto, Ontario, and Canada, and to the diversity of those peoples may, on occasions when they are deemed necessary by the Academic Board on the recommendation of the Committee on Academic Policies and Programs, establish special criteria and procedures for admission with the intention of specifically improving the participation of particular groups as students.

f. The rate at which students complete their secondary school programs will not be taken into account in selecting students for admission.

g. When information is available about terms of secondary school study - regular session, summer session, evening session - and about the number of times a student attempts a course, it may be taken into account in the selection process.

h. The University **may** take the results of standardized tests - aptitude and achievement - into account in the selection process when they are available and relevant to the program(s) to which the applicant is seeking admission. In so doing, the University will take fully into account any instructions for statistical interpretation of test results provided by the testing agency.

3. Statement of Principles for Student Recruitment and Liaison

a. The requirements for admission to each college, faculty, and school will be stated clearly and definitively.

b. The dates concerning application, notification, and candidates' replies will be stated clearly.

c. Whenever waiting lists are employed, they will be reasonable in terms of length and applicants' qualifications.

d. In representing the University, all publications and presentations prepared by it and any of its colleges, faculties, and schools will make honest portrayals and avoid negative comments about other institutions.

e. The University will take full responsibility for all persons who become involved formally in the recruitment process by acting as agents of the University - registrars, liaison officers, counsellors, faculty, alumni, athletic coaches, students.

f. For undergraduate programs that can be entered directly from secondary school, the University will always be prepared and willing to cooperate with secondary schools to improve the admissions process specifically and the transition from school to university generally.

g. The University will make announcements of admissions decisions promptly, and in the case of favourable decisions will wherever possible announce related decisions - student awards and residence - simultaneously.

4. Divisional Policies and Requirements

Individual faculties, schools and colleges may establish additional policies, procedures, and requirements for admission provided that they do not contravene the Policies and Principles for Admission to the University of Toronto

Academic Sanctions For Students Who Have Outstanding University Obligations

In order to receive University degrees or diplomas, or to be recommended for Ministry of Education and Training or Ontario College of Teachers certificates, students must have discharged all recognized University obligations: tuition fees, academic and other incidental fees, residence fees and other residence charges, library fines, bookstore accounts, loans made by colleges, faculties or the University, Health Service accounts, charges for unreturned or damaged instruments, materials and equipment, and orders for the restitution, rectification or the payment of damages, fines, bonds for good behaviour, and requirement of public service work imposed under the authority of the **Code of Student Conduct.**

The following academic sanctions will be imposed on students who have outstanding recognized University obligations:

- Statements of results or official transcripts of records, or both, will not be issued.
- The University will not release either the official document (normally called diploma) which declares the degree, diploma or certificate earned nor provide oral confirmations or written certification of degree status to external enquiries; will not make recommendations for Ontario College of Teachers teaching certificates. Indebted graduands will be allowed to walk on stage and have their names appear on the convocation program.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied, first, to outstanding University debts and, second, to current fees.

Transcripts

All requests for transcripts of academic records, **with the exception of the Additional Qualification Program for Teachers and the Principal Qualification Program**, must be directed to the consolidated transcript centre at the following address:

University of Toronto Transcript Centre
Room 1006, 100 St. George Street
Toronto, Ontario M5S 3G3
Telephone: 416-978-3384
Websites:
- www.chass.utoronto.ca/ofr/transcripts/trnscrpt.htm
- www.rosi.utoronto.ca

Requests for transcripts of courses taken in the **Additional Qualification Program for Teachers** should continue to be directed to the address below. Other than periods when

the demand for transcripts is heavy, requests will be processed within 5 - 10 working days.

The Records Officer
OISE/UT Registrar's Office
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-926-4743

Note that transcripts are not issued for the **Principals' Qualification Program**. To request a letter of confirmation, please contact:

The PQP Office
252 Bloor Street West, Room 6-123
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 2721
E-mail: vhawkins@oise.utoronto.ca

Access to Official Student Academic Records

In accordance with the "Policy on Access to Student Academic Records Maintained by Undergraduate Academic Divisions of the University of Toronto", students may obtain access to their academic records upon written request to the Registrar of OISE/UT. Below are excerpts from this Policy. The full text is available in the Registrar's Office.

4. (a) Access by a Student

i) A student may examine and have copies made of his or her official student academic record as defined in Section 3 of the Policy, with the exception of those portions of the record which comprise letters of reference, evaluations and appraisals (Section 3(b)(v)) which have been provided or obtained on the expressed or implied understanding that they shall be maintained in confidence.

ii) A student's request to examine a part of his or her official student academic record shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

iii) A student has the right to challenge the accuracy of his or her official student academic record with the exception of the material specifically excluded in Section 4(a)(i) and to have his or her official student academic record supplemented with comments so long as the sources of such comments are identified and the official student academic record remains securely within the custody of the academic division. Reference to such comments does not appear on reports such as transcripts or statements of results.

iv) It is assumed that all documents relating to petitions and appeals (Section 3(b)(iii)) of the Policy and not provided on the understanding that they shall be maintained in confidence will be retained within a division, and when needed by a student, will be made freely available. In addition, The Statutory Powers Procedure Act, 1971 of Ontario requires that where the good character, propriety of conduct or competence of a party is in issue in any proceedings in a tribunal to which the Act applies (such as the Academic Appeals Board of the Governing Council), the party is entitled to be furnished prior to the hearing with "reasonable information" of any allegations with respect thereto.

4. (b) Access by Alumni and Former Students

i) An alumnus or alumna or a former student may examine and have copies made of the portion of his or her official student academic record as defined in Section 3(a) of the Policy.

ii) A request from an alumnus or alumna or a former student to examine the portion of the official student academic record as defined in Section 3(a) of the Policy, shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

iii) An alumnus or alumna or a former student shall have the right to challenge the accuracy of his or her official student academic records only under such terms and conditions as the academic division may determine .

4. (c) Access by University Staff and Members of Official University and Divisional Councils and Standing Committees

Members of the teaching and administrative staff of the University and members of official University and divisional councils and committees shall have access to relevant portions of an official student academic record for purposes related to the performance of their duties. A staff member requesting information must have a legitimate need to have the requested information for the effective functioning of the position or office.

Where members of the teaching staff have access to official student academic records for the purpose of research, they must fully comply with the University's research policies and protocols, and shall not have access to students' names, addresses, and telephone numbers without the students' written consent.

Access to medical information as defined in Section 3(b)(iv) of the Policy shall be granted to members of the teaching and administrative staff only with the prior expressed or implied consent of the student and, if applicable, in the case of a medical assessment, the originator (physician, etc.) of such.

The Department of Alumni and Community Relations shall have access to appropriate personal information on students and alumni for the purpose of maintaining contact with alumni and their next of kin.

4. (d) Access by University Campus Organizations

Recognized campus organizations in the University of Toronto shall have access to the information referred to in Section 3(a)(ii) of the Policy as well as to the sessional address and telephone number of students named by that organization for the legitimate internal use of that organization. The Students' Administrative Council, Graduate Students' Union, Association of Part-time Undergraduate Students, and The Newspaper shall be entitled to publish and distribute within the University community a University-wide directory of students (including undergraduate, graduate, full-time and part-time) giving the sessional address and telephone number of students as long as there is a realistic provision for students to decline to consent to the disclosure of that information.

Names and addresses of students will also be provided to recognized campus organizations for the purpose of distributing information when all of the following conditions are met:

- The name and address information is not released to a third party.
- The name and address information is not used for commercial purposes.
- The organization proposes to distribute information which, in the opinion of the Assistant Vice-President (Planning) and University Registrar, the University would be willing to distribute if reimbursed by the organization.
- The information to be distributed is intended to provide information about the University and is not primarily advertisements for non-University organizations.
- The campus organization agrees to use the name and address information only for the specific purpose for which it was provided.

4. (e) Access by Others

i) By the act of registration, a student gives implicit consent for a minimal amount of information to be made freely available to all enquiries:
   - the academic division(s), degree program(s) and the session(s) in which a student is or has been registered,
   - degree(s) received and date(s) of convocation.

ii) Any other information contained in the official student academic record, (including any comments generated under Section 4(a)(iii) but with the exception of the material specifically excluded in Section 4(a)(i)), shall be released to other persons and agencies only with the student's prior expressed written consent, or on the presentation of a court order, or in accordance with the requirements of professional licensing or certification bodies, of the Ministry of Education and Training for an annual enrolment audit, or otherwise under compulsion of law. Requests granted to any persons or agencies outside the University for access to a student's academic record shall be kept on file within a division. The release of the information concerning alumni and former students contained in the portions of the academic record as defined in Section 3(a)(i) of the Policy shall also be governed by the above provisions.

iii) General statistical material drawn from academic records not disclosing the identities of students, alumni and former students may be released for research and informational purposes authorized by the University, by the academic division maintaining these records.

iv) Agencies engaged to act on behalf of the University (for example, a collection agency) may have access to relevant portions of official student academic records.

4. (f) Refusal of Access

The University reserves the right to withhold access to the statements of results and transcripts of students, alumni and former students who have outstanding debts or obligations to the University . The University may also choose not to release the official diploma to such persons nor to provide written or oral certifications of degree on their behalf.

5. Custody and Retention of Official Student Academic Records

a) Academic records of students are normally under the custodial responsibility of the academic division. Every academic division maintaining official student academic records shall draw up plans for the eventual disposition of their records in consultation with the University Archivist and in accordance with an approved records schedule which is in compliance with this Policy.

b) Those portions of the official student academic record as defined in Section 3(a) of the Policy shall be maintained permanently. Each academic division's records schedule shall specify the document, form or medium in which these records will be maintained.

c) Official student academic records preserved in the University Archives because of their archival value shall become open to researchers authorized by the University seventy-five years after a student has ceased to be registered.

6. The University's Responsibilities with Reference to the Official Academic Records of Students, Alumni and Former Students

a) Students shall be informed of University policy and divisional procedures with respect to their official student academic records.

b) Academic divisions, administrative divisions which handle student academic records, and campus organizations shall develop administrative procedures in support of this Policy.

c) Academic records shall be kept at all times under appropriate security.

d) In the case of the Institute of Child Study Laboratory School and the University of Toronto Schools in OISE/UT, the Ontario Student Record shall be regarded as part of the Official Student Academic Record, and shall be maintained on that basis.

University Discipline

Code of Behaviour on Academic Matters

The Governing Council of the University of Toronto has approved a Code of Behaviour on Academic Matters regarding academic discipline applicable to all students and members of the teaching staff of the University. Below are excerpts from this Code. The full text is available in the Registrar's Office, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chair of the University Disciplinary Tribunal.

B. Offences

The University and its members have a responsibility to ensure that a climate that might encourage, or conditions that might enable, cheating, misrepresentation or unfairness not be tolerated. To this end all must acknowledge that seeking credit or other advantages by fraud or misrepresentation, or seeking to disadvantage others by disruptive behaviour is unacceptable, as is any dishonesty or unfairness in dealing with the work or record of a student. Wherever in this Code an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

1. It shall be an offence for a student knowingly:

a) to forge or in any other way alter or falsify any document or evidence required by the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form.

b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work.

c) to personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work.

d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism. (For a more detailed account of plagiarism, see Appendix "A" of the Code)

e) to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.

f) to submit any academic work containing a purported statement of fact or reference to a source which has been concocted.

2. It shall be an offence for a faculty member knowingly:

a) to approve any of the previously described offences.

b) to evaluate an application for admission or transfer to a course or program of study by reference to any criterion that is not academically justified.

c) to evaluate academic work by a student by reference to any criterion that does not relate to its merit, to the time within which it is to be submitted or to the manner in which it is to be performed.

3. It shall be an offence for a faculty member and student alike knowingly:

a) to forge or in any other way alter or falsify any academic record, or to utter, circulate or make use of any such forged, altered or falsified record, whether the record be in print or electronic form;

b) to engage in any form of cheating, academic dishonesty of misconduct, fraud or misrepresentation not herein otherwise described, in order to obtain academic credit or other academic advantage of any kind.

4. A graduate of the University may be charged with any of the above offences committed knowingly while he or she was an active student, when, in the opinion of the Provost, the offence, if detected, would have resulted in a sanction sufficiently severe that the degree would not have been granted at the time that it was.

B.II. Parties to Offences

1. (a) Every member is a party to an offence under this Code who knowingly:

i) actually commits it;
ii) does or omits to do anything for the purpose of aiding or assisting another member to commit the offence;
iii) does or omits to do anything for the purpose of aiding or assisting any other person who, if that person were a member, would have committed the offence;
iv) abets, counsels, procures or conspires with another member to commit or be a party to an offence or
v) abets, counsels, procures or conspires with any other person who, if that person were a member, would have committed or have been a party to the offence.

(b) Every party to an offence under this Code is liable upon admission of the commission thereof, or upon conviction, as the case may be, to the sanctions applicable to that offence.

2. Every member who, having an intent to commit an offence under this Code, does or omits to do, anything for the purpose of carrying out that intention (other than mere preparation to commit the offence) is guilty of an attempt to commit the offence and liable upon conviction to the same sanctions as if he or she had committed the offence.

3. When a group is found guilty of an offence under this Code, every officer, director or agent of the group, being a member of the University, who directed, authorized or participated in the commission of the offence, is a party to, and guilty of, the offence and is liable upon conviction to the sanctions provided for the offence.

C. Procedures in Cases Involving Students

At both the divisional level and the level of the University Tribunal, the procedures for handling charges of academic offences involving students reflect the gravity with which the University views such offences. At the same time, these procedures and those which ensure students the right of appeal represent the University's commitment to fairness and the cause of justice.

C.I.(a) Divisional Procedures

Note: Where a student commits an offence, the faculty in which the student is registered has responsibility over the student in the matter.

1. No hearing within the meaning of Section 2 of the Statutory Powers Procedure Act is required for the purposes of, or in connection with, any of the discussions, meetings and determinations referred to in Section C.1.(a) and such discussions, meetings and determinations are not proceedings of the Tribunal.

2. Where an instructor has reasonable grounds to believe that an academic offence has been committed by a student, the instructor shall so inform the student immediately after learning of the act or conduct complained of, giving reasons, and invite the student to discuss the matter. Nothing the student says in such a discussion may be used or receivable in evidence against the student.

3. If after such discussion, the instructor is satisfied that no academic offence has been committed, he or she shall so inform the student and no further action shall be taken in the matter by the instructor, unless fresh evidence comes to the attention of the instructor, in which case he or she may again proceed in accordance with subsection 2.

4. If after such discussion, the instructor believes that an academic offence has been committed by the student, or if the student fails or neglects to respond to the invitation for discussion, the instructor shall make a report of the matter to the Department Chair or through the Department Chair to the Dean. (See also Section C.1.(b) 1).

5. When the Dean or the Department Chair, as the case may be, has been so informed, he or she shall notify the student in writing accordingly, provide him or her with a copy of the Code and subsequently afford the student an opportunity for discussion of the matter. In the case of the Dean being informed, the Chair of the Department and the instructor shall be invited by the Dean to be present at the meeting with the student. The Dean shall conduct the interview.

6. Before proceeding with the meeting, the Dean shall inform the student that he or she is entitled to seek advice, or to be accompanied by counsel at the meeting, before making, and is not obliged to make, any statement or admission, but shall warn that if he or she makes any statement or admission in the meeting, it may be used or receivable in evidence against the student in the hearing of any charge with respect to the alleged offence in question. The Dean shall also advise the student, without further comment or discussion, of the sanctions that may be imposed under Section C.1.(b), and that the Dean is not obliged to impose a sanction but may instead request that the Provost lay a charge against the student. Where such advice and warning have been given, the statements and admissions, if any, made in such a meeting may be used or received in evidence against the student in any such hearing.

7. If the Dean, on the advice of the Department Chair and the instructor, or if the Department Chair, on the advice of the instructor, subsequently decides that no academic offence has been committed and that no further action in the matter is required, the student shall be so informed in writing and the student's work shall be accepted for normal evaluation or, if the student was prevented from withdrawing from the course by the withdrawal date, he or she shall be allowed to do so. Thereafter, the matter shall not be introduced into evidence at a tribunal hearing for another offence.

8. If the student admits the alleged offence, the Dean or the Department Chair may either impose the sanction(s) that he or she considers appropriate under Section C.I. (b) or refer the matter to the Dean or Provost, as the case may be, and in either event shall inform the student in writing accordingly. No further action in the matter shall be taken by the instructor, the Department Chair or the Dean if the Dean imposes a sanction.

9. If the student is dissatisfied with a sanction imposed by the Department Chair or the Dean, as the case may be, the student may refer the matter to the Dean or Provost, as the case may be, for consideration.

10. If the student does not admit the alleged offence, the Dean may, after consultation with the instructor and the Department Chair, request that the Provost lay a charge against the student. If the Provost agrees to lay a charge, the case shall then proceed to the Trial Division of the Tribunal.

11. Normally, decanal procedures will not be examined in a hearing before the Tribunal. A failure to carry out the procedures referred to in this Section, or any defect or irregularity in such procedures, shall not invalidate any subsequent proceedings of or before the Tribunal, unless the Chair of the hearing considers that such failure, defector irregularity resulted in a substantial wrong, detriment or prejudice to the accused. The Chair will determine at the opening of the hearing whether there is to be any objection to defect, failure or irregularity.

12. No degree, diploma or certificate of the University shall be conferred or awarded, nor shall a student be allowed to withdraw from a course from the time of the alleged offence until the final disposition of the accusation. However, a student shall be permitted to use University facilities while a decision is pending, unless there are valid reasons for the Dean to bar him or her from a facility. When or at any time after an accusation has been reported to the Dean, he of she may cause a notation to be recorded on the student's academic record and transcript, until the final disposition of the accusation, to indicate that the standing in a course and/or the student's academic status is under review. A student upon whom a sanction has been imposed by the Dean or the Department Chair under Section C.I.(b) or who has been convicted by the Tribunal shall not be allowed to withdraw from a course so as to avoid the sanction imposed.

13. A record of cases disposed of under Section C.I.(a) and of the sanctions imposed shall be kept in the academic unit concerned and may be referred to by the Dean in connection with a decision to prosecute, or by the prosecution in making representations as to the sanction or sanctions to be imposed by the Tribunal, for any subsequent offence committed by the student. Information on such cases shall be available to other academic units upon request and such cases shall be reported by the Dean to the Secretary of the Tribunal

for use in the Provost's annual report to the Academic Board. The Dean may contact the Secretary of the Tribunal for advice or for information on cases disposed of under Section C.II. hereof.

14. Where a proctor or invigilator, who is not a faculty member, has reason to believe that an academic offence has been committed by a student at an examination or test, the proctor or invigilator shall so inform the student's Dean or Department Chair, as the case may be, who shall proceed as if he or she were an instructor, by analogy to the other provisions of this section.

15. In the case of alleged offences not covered by the procedures above and not involving the submission of academic work, such as those concerning forgery or uttering, and in cases involving cancellation, recall or suspension of a degree, diploma or certificate, the procedure shall be regulated by analogy to the other procedures of this section.

C.I.(b). Divisional Sanctions

1. In an assignment worth 10 percent or less of the final grade, the Department Chair may deal with the matter if:

   i) the student admits guilt; and
   ii) the assignment of a penalty is limited to **at most** a mark of zero for the piece of work.

   If the student does not admit guilt, or if the Department Chair chooses, the matter shall be brought before the Dean.

2. One or more of the following sanctions may be imposed by the Dean where a student admits to the commission of an alleged offence:

   a) an oral and/or written reprimand;
   b) an oral and/or written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence was committed, for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;
   c) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;
   d) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;
   e) denial of privileges to use any facility of the University, including library and computer facilities;
   f) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;
   g) assignment of a grade of zero or a failure for the course in respect of which the offence was committed;
   h) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for a period of not more than twelve months. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.

3. The Dean shall have the power to record any sanction imposed on the student's academic record and transcript for such length of time as he or she considers appropriate. However, the sanctions of suspension or a notation specifying academic misconduct as the reason for a grade of zero for a course shall normally be recorded for a period of five years.

4. The Provost shall, from time to time, indicate appropriate sanctions for certain offences. These guidelines shall be sent for information to the Academic Board and attached to the Code as Appendix "C".

C.II.(b) Tribunal Sanctions

1. One or more of the following sanctions may be imposed by the Tribunal upon the conviction of any student:

   a) an oral and/or written reprimand;
   b) an oral and/or written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence was committed, for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;
   c) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;
   d) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;
   e) denial of privileges to use any facility of the University, including library and computer facilities;
   f) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;
   g) assignment of a grade of zero or a failure for any completed or uncompleted course or courses in respect of which any offence was committed;

h) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for such a period of time up to five years as may be determined by the Tribunal. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.

i) recommendation of expulsion from the University. The Tribunal has power only to recommend that such a penalty be imposed. In any such case, the recommendation shall be made by the Tribunal to the President for a recommendation by him or her to the Governing Council. Expulsion shall mean that the student shall be denied any further registration at the University in any program and his or her academic record and transcript shall record this sanction permanently. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed. If a recommendation for expulsion is not adopted, the Governing Council shall have the power to impose such lesser penalty as it sees fit.

j) i) recommendation to the Governing Council for cancellation, recall or suspension of one or more degrees, diplomas or certificates obtained by any graduate; **or**

ii) cancellation of academic standing or academic credits obtained by any former student who, while enrolled, committed any offence which if detected before the granting of the degree, diploma, certificate, standing or credits would, in the judgement of the Tribunal, have resulted in a conviction and the application of a sanction sufficiently severe that the degree, diploma, certificate, standing, credits or marks would not have been granted.

2. The hearing panel shall have the power to order that any sanction imposed by the Tribunal be recorded on the student's academic record and transcript for such length of time as the panel considers appropriate.

3. The Tribunal may, if it considers it appropriate, report any case to the Provost who may publish a notice of the decision of the Tribunal and the sanction or sanctions imposed, in the University newspapers with the name of the student withheld.

Discipline in Non-Academic Matters

The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern of the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

Code of Student Conduct

A. Preface

1. The University of Toronto is a large community of teaching staff, administrative staff and students, involved in teaching, research, learning and other activities. Student members of the University are adherents to a division of the University for the period of their registration in the academic program to which they have been admitted and as such assume the responsibilities that such registration entails.

2. As an academic community, the University governs the activities of its members by standards such as those contained in the **Code of Behaviour on Academic Matters**, which provides definitions of offences that may be committed by student members and which are deemed to affect the academic integrity of the University's activities.

3. The University sponsors, encourages or tolerates many non-academic activities of its members, both on its campuses and away from them. These activities, although generally separate from the defined require ments of students' academic programs, are a valuable and important part of the life of the University and of its students.

4. The University takes the position that students have an obligation to make legal and responsible decisions concerning their conduct as, or as if they were, adults. The University has no general responsibility for the moral and social behaviour of its students. In the exercise of its disciplinary authority and responsibility, the University treats students as free to organize their own personal lives, behaviour and associations subject only to the law and to University regulations that are necessary to protect the integrity and safety of University activities, the peaceful and safe enjoyment of University housing by residents and neighbours, or the freedom of members of the University to participate reasonably in the programs of the University and in activities in or on the University's premises. Strict regulation of such activities by the University of Toronto is otherwise neither necessary nor appropriate.

   Under some circumstances, such as when a student has not yet reached the legal age of majority, additional limitations on student conduct may apply.

5. University members are not, as such, immune from the criminal and civil laws of the wider political units to which they belong. Provisions for non-academic disci pline should not attempt to shelter students from their civic responsibilities nor add unnecessarily to these responsibilities. Conduct that constitutes a breach of the Criminal Code or other statute, or that would give rise to a civil claim or action, should ordinarily be dealt with by the appropriate criminal or civil court. In cases, however, in which criminal or civil proceedings have not been taken or would not adequately protect the University's interests and responsibilities as defined below, proceedings may be brought under a discipline code of the University, but only in cases where such internal proceedings are appropriate in the circum stances.

6. The University must define standards of student behaviour and make provisions for student discipline with respect to conduct that jeopardizes the good order and proper functioning of the academic and non-academic programs and activities of the University or its divisions, that endangers the health, safety, rights or property of its members or visitors, or that adversely affects the property of the University or bodies related to it, where such conduct is not, for the University's defined purposes, adequately regulated by civil and criminal law.

7. Nothing in this Code shall be construed to prohibit peaceful assemblies and demonstrations, lawful picketing, or to inhibit freedom of speech as defined in the University.

8. In this Code, the word "premises" includes lands, buildings and grounds.

9. In this Code, "student" means any person,
   (i) engaged in any academic work which leads to the recording and/or issue of a mark, grade or statement of performance by the appropriate authority in the University or another institution; and/or
   (ii) associated with or registered as a participant in any course or program of study offered by or through a college, faculty, school, centre, institute or other academic unit or division of the University; and/or
   (iii) entitled to a valid student card who is between sessions but is entitled because of student status to use University facilities; and/or
   (iv) who is a post-doctoral fellow.

10. In this Code, the words "University of Toronto" refer to the University of Toronto and include any institutions federated or affiliated with it, where such inclusion has been agreed upon by the University and the federated or affiliated institution, with respect to the premises, facilities, equipment, services, activities, students and other members of the federated or affiliated institution.

Note: The University of Toronto has agreed that, when the premises, facilities, equipment, services or activities of the University of Toronto are referred to in this Code, the premises, facilities, equipment, services and activities of the University of St. Michael's College, Trinity College and Victoria University are included.

11. In this Code, where an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

12. This Code is concerned with conduct that the Universtiy considers unacceptable. In the case of student members of the University, the procedures and sanctions described herein shall apply, unless the matter has been or is to be dealt with under other provisions for the discipline of students. In the case of the other members of the University, such conduct is to be dealt with in accordance with the established policy, procedures and agreements that apply to the members.

B. Offences

The following offences constitute conduct that shall be deemed to be offences under this Code, when committed by a student of the University of Toronto, provided that such conduct

(i) has not been dealt with as failure to meet standards of professional conduct as required by a college, faculty or school; and

(ii) is not specifically assigned to the jurisdiction of the University Tribunal, as in the case of offences described in the Code of Behaviour on Academic Matters, or to another disciplinary body within the University of Toronto, as in the case of sexual harassment as described in the **Policy and Procedures: Sexual Harassment**; or to a divisional disciplinary body, such as a residence council or a recreational athletics disciplinary body; or is covered under these policies but which is deemed by the head of the division to be more appropriately handled by the Code of Student Conduct; and

(iii) except as otherwise provided herein, occurs on premises of the University of Toronto or elsewhere in the course of activities sponsored by the University of Toronto or by any of its divisions; and

(iv) has not been dealt with under provisions for the discipline of students with respect to University offices and services whose procedures apply to students in several academic divisions, such as University residences, libraries or athletic and recre ational facilities.

1. Offences against persons

(a) No person shall assault another person sexually or threaten any other person with sexual assault.

(b) No person shall otherwise assault another person, threaten any other person with bodily harm, or knowingly cause any other person to fear bodily harm.

(c) No person shall knowingly create a condition that unnecessarily endangers the health or safety of other persons.

(d) No person shall threaten any other person with damage to such person's property, or knowingly cause any other person to fear damage to her or his property.

(e) No person shall engage in a course of vexatious conduct that is directed at one or more specific individuals, and that is based on the race, ancestry, place of origin, colour, ethnic origin, citizenship, sex, sexual orientation, creed, age, marital status, family status, handicap, receipt of public assistance or record of offences of that individual or those individuals, and that is known to be unwelcome, and that exceeds the bounds of freedom of expression or academic freedom as these are under stood in University polices and accepted practices, including but not restricted to, those explicitly adopted.

Note: Terms in this section are to be understood as they are defined or used in the Ontario Human Rights Code. Vexatious conduct that is based on sex or sexual orientation is considered an offence under the University's Policy and Procedures: Sexual Harassment. If the Sexual Harassment Officer believes, after consultation with relevant parties, that a complaint based on sex or sexual orientation would be better handled under the Code of Student Conduct, the Officer may refer the matter to the appropriate head of division.

(f) (i) No person shall, by engaging in the conduct described in subsection
(ii) below, whether on the premises of the University or away from the premises of the University, cause another person or persons to fear for their safety or the safety of another person known to them while on the premises of the University of Toronto or in the course of activities sponsored by the University of Toronto or by any of its divisions, or cause another person or persons to be impeded in exercising the freedom to participate reasonably in the programs of the University and in activities in or on the University's premises, knowing that their conduct will cause such fear, or recklessly as to whether their conduct causes such fear.

(ii) The conduct mentioned in subsection (i) consists of

(a) repeatedly following from place to place the other person or anyone known to them;

(b) repeatedly and persistently communicating with, either directly or indirectly, the other person or anyone known to them;

(c) besetting or repeatedly watching the dwelling-house, or place where the other person, or anyone known to them, resides, works, carries on business or happens to be; or

(d) engaging in threatening conduct directed at the other person or any member of the family, friends or colleagues of the other person.

2. Disruption

No person shall cause by action, threat or otherwise, a disturbance that the member knows obstructs any activity organized by the University of Toronto or by any of its divisions, or the right of another member or members to carry on their legitimate activities, to speak or to associate with others.

For example, peaceful picketing or other activity outside a class or meeting that does not substantially interfere with the communication inside, or impede access to the meeting, is an acceptable expression of dissent. And silent or symbolic protest is not to be considered disruption under this Code. But noise that obstructs the conduct of a meeting or forcible blocking of access to an activity constitutes disruption.

3. Offences involving property

a) No person shall knowingly take, destroy or damage premises of the University of Toronto.
b) No person shall knowingly take, destroy or damage any physical property that is not her or his own.
c) No person shall knowingly destroy or damage information or intellectual property belonging to the University of Toronto or to any of its members.
d) No person, in any manner whatsoever, shall knowingly deface the inside or outside of any building of the University of Toronto.
e) No person, knowing the effects or property to have been appropriated without authorization, shall possess effects or property of the University of Toronto.
f) No person, knowing the effects or property to have been appropriated without authorization, shall possess any property that is not her or his own.
g) No person shall knowingly create a condition that unnecessarily endangers or threatens destruction of the property of the University of Toronto or of any of its members.

4. Unauthorized Entry or Presence

No person shall, contrary to the expressed instruction of a person or persons authorized to give such instruction, or with intent to damage or destroy the premises of the University of Toronto or damage, destroy or steal any property on the premises of the University of Toronto that is not her or his own, or without just cause knowingly enter or remain in or on any such premises.

5. Unauthorized use of University facilities, equipment or services

a) No person shall knowingly use any facility, equipment or service of the University of Toronto contrary to the expressed instruction of a person or persons authorized to give such instruction, or without just cause.
b) No person shall knowingly gain access to or use any University computing or internal or external communications facility to which legitimate authorization has not been granted. No person shall use any such facility for any commercial, disruptive or unauthorized purpose.
c) No person shall knowingly mutilate, misplace, misfile, or render inoperable any stored information such as books, film, data files or programs from a library, computer or other information storage, processing or retrieval system.

6. False charges

No person shall knowingly or maliciously bring a false charge against any member of the University of Toronto under this Code.

7. Aiding in the Commission of an Offence

No person shall counsel, procure, conspire with or aid a person in the commission of an offence defined in this Code.

8. Refusal to comply with sanctions

No person found guilty of an offence under this Code shall refuse to comply with a sanction or sanctions imposed under the procedures of this Code.

9. Unauthorized Possession or Use of Firearms or Ammunition

No person other than a peace officer or a member of the Canadian Forces acting in the course of duty shall possess or use any firearm or ammunition on the premises of the University of Toronto without the permission of the officer of the University having authority to grant such permission.

Note: The Chief Administrative Officer of the University has been given the authority to grant such permission for the premises of the University of Toronto under the authority of the Governing Council of the University. Various officers of institutions federated with the University of Toronto have authority to grant such permission with respect to the premises of the federated institutions.

C. Procedures

1. General

(a) The University shall establish a centrally appointed pool of trained Investigating and Hearing Officers, who shall be available to the divisions, at the discretion of the head of the division, if that is considered appropriate or preferable for any reason.
(b) Each division shall appoint an Investigating Officer and a Hearing Officer, who may be student, staff or faculty members from that division.
(c) Whether the incident is investigated locally or centrally, every effort shall be made to conclude the case through to delivery of a final decision within the University within one year from the alleged incident of misconduct.
(d) Pursuant to the provisions of Section D., interim conditions may be imposed by the head of the division.

(e) For the purposes of confidential and central record keeping, a one-page summary of the outcome of all investigations, whether or not they have proceeded to a Hearing, shall be copied to the Judicial Affairs Officer in the Office of the Governing Council.

(f) Whenever possible and appropriate, informal resolution and mediation shall be used to resolve issues of individual behaviour before resort is made to formal disciplinary procedures.

2. Specific

(a) An Investigating Officer shall be appointed for a term of up to three years by the principal, dean or director (hereinafter called "head") of each faculty, college or school in which students are registered (hereinafter called "division"), after consultation with the elected student leader or leaders of the division, to investigate complaints made against student members of that division. Investigating Officers shall hold office until their successors are appointed.

(b) A Hearing Officer shall be appointed for a term of up to three years by the council of each division to decide on complaints under this Code made against student members of that division. Hearing Officers shall hold office until their successors are appointed.

(c) If the Investigating Officer is unable to conduct an investigation, or the Hearing Officer is unable to conduct a hearing, or where the head of the division believes on reasonable grounds that the appointed officer is inappropriate to conduct the particular investigation or chair a particular hearing, then the head of the division shall seek an appointment from the central pool for that particular case. If the head of the division intends to request either suspension from registration or expulsion from the University as a sanction in a particular case, or if the case appears to the head of the division to require a Hearing Officer with legal qualifications, then the Senior Chair of the University Tribunal may, on the application of the head of the division, appoint a legally qualified person as Hearing Officer for the particular case.

(d) Where the head of the division has reason to believe that a non-academic offence as defined in this Code may have been committed by a student member or members of the division, the Investigating Officer will conduct an investigation into the case. After having completed the investi gation, the Investigating Officer shall report on the investigation to the head of the division. If the head of the division concludes, on the basis of this report, that the student or students may have committed an offence under the Code of Student Conduct, the head of the division shall have the discretion to request that a hearing take place to determine whether the student or students have committed the offence alleged.

(e) The hearing will be chaired by the Hearing Officer. The case will be presented by the Investigating Officer, who may be assisted and represented by legal counsel. If the right to a hearing is waived, or after a hearing, the Hearing Officer will rule on whether the student or students have committed the offence alleged and may impose one or more sanctions as listed below. The accused student or students may be assisted and represented by another person, who may be legal counsel.

(f) Appeals against decisions of bodies acting under authority from the council of a division to hear cases
arising out of residence codes of behaviour may be made to the Hearing Officer of the division, where provision therefor has been made by the council of the division.

(g) Appeals against the decision of the Hearing Officer may be made to the Discipline Appeals Board of the Governing Council.

(h) Where the head of a division has reason to believe that a non-academic offence may have been committed by a group of students including students from that division and from another division or divisions, the head may consult with the head of the other division or divisions involved and may then agree that some or all of the cases will be investigated jointly by the Investigating Officers of the divisions of the students involved and that some or all of the cases will be heard together by the Hearing Officer of one of the divisions agreed upon by the heads and presented by one of the Investigating Officers agreed upon by the heads.

D. Interim Conditions and Measures

1. Interim Conditions: Ongoing Personal Safety

In those cases where the allegations of behaviour are serious and, if proven, could constitute a significant personal safety threat to other students or members of the University community, the head of the division is authorized to impose interim conditions that balance the need of complainants for safety with the requirement of fairness to the respondent student. The interim conditions are in no way to be construed as indicative of guilt, and shall remain in place until the charges are disposed of under the Code's procedures.

2. Interim Measures: Urgent Situations

In some circumstances, such as those involving serious threats or violent behaviour, it may be necessary to remove a student from the University. Where the head of the

division has requested an investigation by the Investigating Officer and the investigation is pending, the Vice-President & Provost (or delegate) may, on the advice of the head of the division, suspend a student or students temporarily for up to three working days if, in the opinion of the Vice-President & Provost (or delegate), there is reasonable apprehension that the safety of others is endangered, damage to University property is likely to occur, or the continued presence of the student(s) would be disruptive to the legitimate operations of the University.

The student(s) shall be informed immediately in writing of the reasons for the suspension and shall be afforded the opportunity to respond. Any such temporary suspension must be reviewed by the Vice-President & Provost (or delegate) within the three-day temporary suspension period, following a
preliminary investigation, and either revoked or continued. If the suspension is continued, the student(s) may appeal to the Senior Chair (or delegate), or the Associate Chair (or delegate) of the University Tribunal, who shall hear and decide on the appeal within five days.

D. Sanctions

The following sanctions or combinations of them may be imposed upon students found guilty of committing an offence under this Code.

In addition, students found guilty may be placed on conduct probation for a period not to exceed one year, with the provision that one or more of the following sanctions will be applied if the conduct probation is violated.

1. Formal written reprimand.

2. Order for restitution, rectification or the payment of damages.

3. A fine or bond for good behaviour not to exceed $500.

4. Requirement of public service work not to exceed 25 hours.

5. Denial of access to specified services, activities or facilities of the University for a period of up to one year.

The following two sanctions, which would directly affect a student's registration in a program, may be imposed only where it has been determined that the offence committed is of such a serious nature that the student's continued registration threatens the academic function of the University of Toronto or of any of its divisions or the ability of other students to continue their programs of study. Where the sanction of suspension and/or expulsion has been imposed on a student, the Vice-President & Provost (or delegate) shall have the power to record that sanction on the student's academic record and transcript for such length of time as he or she considers appropriate.

A sanction of suspension shall be recorded on the student's academic record and transcript for a period of five years. The following wording shall be used: "Suspended from the University of Toronto for reasons of non-academic misconduct for a period of [length of suspension], [date]."

A sanction of expulsion shall be permanently recorded on a student's academic record and transcript. The following wording shall be used: "Expelled from the University of Toronto for reasons of non-academic misconduct, [date]."

6. Suspension from registration in any course or program of a division or any divisions for a period of up to one year.

7. Recommendation for expulsion from the University.

Memorandum on the Maintenance and Use of the Records of Non-Academic Discipline Proceedings

1. When records are kept

Records must be kept in all cases that have been the subject of an investigation and have resulted in the imposition of a sanction, whether or not the student has waived the right to a hearing. Likewise, a Record of the Proceedings of Non-Academic Discipline Hearings must be kept in all cases that have proceeded to a Hearing.

2. Composition of Record

The Record of Proceedings on Non-Academic Discipline cases shall comprise:

a) the written report of the Investigating Officer, if any;
b) the Notice of Hearing (including the offence charged);
c) documentary evidence filed at a Hearing;
d) the decision of the Hearing Officer and the reasons therefore.

3. Storage of Records

The Records of the Proceedings of Non-Academic Discipline Hearings shall be stored in the office of the head of the division.

4. Records of the Investigating Officer

Where the investigation has not proceeded to a Hearing, the records and notes of the Investigating Officer shall be kept and may have a bearing on the decision to prosecute in a future case. Where a sanction has been imposed, a copy of the letter of sanction to the student shall be filed, in confidence, with the Judicial Affairs Officer, Office of the Governing Council.

5. Publishing of Records

Decisions of the Hearing Officer, including the name of the respondent, the offence and the sanction, shall be reported to the Vice-President & Provost, who shall convey the information, anonymously and in statistical form, annually to the University Affairs Board. A Hearing Officer or the Discipline Appeals Board may recommend to the Vice-President & Provost that the nature of the offence and the sanction be published in the University newspapers. Where circumstances warrant, they may also order the publication of the name of the person found to have committed the offence. The Vice-President & Provost shall have the discretion to withhold publication of the name of the person.

6. Use of Records

Records of previous convictions may be taken into account in imposing a sanction.

7. Tape Recordings of Hearings

The Hearing Officer shall ensure that a tape recording is made of all sessions of a Hearing. Such tape recordings shall be kept by the head of the division for at least 90 days after notice has been given of the decision of the hearing.

Memorandum of Procedures for Hearings arising from the Code of Student Conduct

1. Complaints about the alleged commission of any offence under the Code of Student Conduct may be made in writing by any person ("the complainant") to the principal, dean or director ("the head") of the college, faculty or school ("the division") in which the student or students who are alleged to have committed the offence ("the accused") are or were registered.

2. The head of the division shall consider the written complaint and shall determine if the conduct complained of appears to fall under the Code of Student Conduct. If it does not appear to fall under the Code of Student Conduct, the head may take whatever other action he or she deems appropriate to the circumstances, including communication to the complainant of the conclusion he or she has drawn. Where a student's conduct comes to light after a student has left the University, the head of the division may decide to proceed, if the seriousness of the allegation warrants such action.

3. If the head of the division considers that the conduct complained of appears to fall under the Code of Student Conduct, he may request the Investigating Officer to conduct an investigation of the case and to make a report to him or her.

4. If, on the basis of the report of the Investigating Officer, the head of the division concludes that the accused may have committed an offence under the Code of Student Conduct, he or she shall have the discretion to request that a hearing take place to determine whether the accused has committed the offence alleged.

5. To initiate a hearing, the head of the division shall give written notice to the accused indicating the nature of the complaint, the offence alleged and setting a date, time and place for a hearing to provide an opportunity for the accused to respond to the allegations made. The notice shall indicate that if the accused does not appear at the hearing, the hearing may proceed in the absence of the accused.

6. The hearing will be chaired by the Hearing Officer, who shall not have been involved in the investigation leading up to the decision to request a hearing, and who shall make a decision on the basis of evidence presented at the hearing.

7. Hearings shall be conducted in an informal manner, in accordance with the principles of natural justice, and the Hearing Officer shall not be bound to observe strict legal procedures. Procedural defects will not invalidate the proceedings unless there has been a substantial wrong or denial of natural justice.

8. The parties to the hearing are the head of the division, represented by the Investigating Officer, who may be assisted by legal counsel, and the accused, who may be assisted by another person, who may be a lawyer. Both parties shall be allowed to call, examine and cross-examine witnesses and present evidence and argument.

9. Hearings shall be open to members of the University unless the Hearing Officer decides there is sufficient cause to provide otherwise.

10. The Hearing Officer is not bound to conduct the hearing according to strict rules of evidence. Evidence may be received in written or oral form.

11. The Hearing Officer may take note of matters generally within the knowledge of members of the University community.

12. The accused may waive the right to a hearing under these procedures, in which case the Hearing Officer will rule on the guilt of the accused and impose one or more of the sanctions listed in the Code of Student Conduct.

13. After a hearing, the Hearing Officer shall rule on the complaint and, where the Hearing Officer finds that the accused has committed an offence, shall impose one or more of the sanctions listed in the Code of Student Conduct and give reasons for the decision.

14. The onus and standard of proof that a student has committed the offence alleged shall be a criminal standard.

15. Any penalty or remedy shall be stayed pending the outcome of any appeal to the Discipline Appeals Board.

Officers of the University
(Partial List)

Chancellor
The Honourable H.N.R. Jackman, C.M., K.St.J., B.A., LL.B., LL.D.

Chair, Governing Council
T.H. Simpson, B.A.Sc., M.B.A., LL.D.

President and Chief Executive Officer
R.J. Birgeneau, B.Sc., Ph.D.

Vice-President & Provost
S. Neuman, B.A., M.A., Ph.D.

Vice-President and Chief Development Officer
J. Dellandrea, B.A., M.Ed., Ed.D.

Vice-President, Business Affairs and Chief Financial Officer
F.P. Chee, B.Sc., M.Sc., M.B.A.

Vice-President, Government and Institutional Relations
S.H. Levy, B.Sc., M.A., L.L.D.

Vice-President (Acting), Research and International Relations
C. Tuohy, B.A., M.A., Ph.D.

Vice-President, Human Resources
A. Hildyard, B.Sc., M.A., Ph.D.

Vice-President, Policy Development and Associate Provost
C. Tuohy, B.A., M.A., Ph.D.

Vice-Provost, Faculty
V. Goel, M.D., C.M., M.Sc., S.M., F.R.C.P.(C)

Vice-Provost, Planning and Budget
D. McCammond, B.Sc., Ph.D.

Vice-Provost, Relations with Health Care Institutions
C.D. Naylor, M.D., D.Phil., F.R.C.P. (C)

Vice-Provost, Space and Facilities
R.D. Venter, B.Sc., M.Eng., Ph.D.

Interim Vice-Provost, Students
S.H. Levy, B.Sc., M.A., L.L.D.

Assistant Provost
M.L. McGee, B.A., M.S.P.H., Dip.Bus.Ad.

Secretary of the Governing Council
L. Charpentier, B.Sc., M.B.A.

Director, Office of the President and Assistant Vice-President
B. Fitzpatrick, B.A., M.A., Ph.D.

Assistant Vice-President, Alumni and Development
R. Frankle, B.A.

Assistant Vice-President, Technology Transfer
P. Munsche, B.A., M.A., Ph.D.

Assistant Vice-President, Facilities and Services
C.J. Riggall, B.A., M.B.A.

Chief Librarian
C. Moore, B.A., M.L.S.

University Registrar
K.J. Swift, B.Sc., M.Ed.

University Ombudsperson
M. Ward, B.A., M.A.

Status of Women Officer
G. Guberman, B.A., M.S.W., Ph.D.

Sexual Harassment Officer
P.M. Stamp, B.A.

Warden, Hart House
M. Hancock, B.A., M.Ed.

Director of Student Services
M. Van Norman, B.A., M.A.

Coordinator of Counselling and Learning Skills Service
S. Minsky, Ph.D., C.Psych.

Physician-in-Chief, Health Services
S. Taman, M.D.

Acting Family Care Coordinator
K. Francis, B.Sc.

Manager of Family Housing
V. Orr, B.A.

Coordinator, Off-Campus Housing and Residence Information Services
P. Karimalis, B.A., Dip.Ed.

Coordinator of the International Student Centre
B. Yang, B.A., B.Ed., M.Ed.

Coordinator of Accessibility Services
J. Martin, B.A., M.S.W.

Coordinator, Office of Aboriginal Student Services and Programs
A. Benedict, B.A., B.Ed., M.A.

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CALENDAR 2002

January

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CALENDAR 2005

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http://ro.oise.utoronto.ca

www.oise.utoronto.ca

Ontario Institute for Studies in Education
of the University of Toronto

Initial Teacher Education Calendar

2003/2004

Registrar's Office

252 Bloor Street West, Toronto, Ontario M5S 1V6
http://ro.oise.utoronto.ca

✦ Initial Teacher Education Programs

Bachelor of Education and Diploma in Technical Education/ Ontario Teachers' Certificate of Qualification Programs

Admissions	416-926-4701
E-mail:	admissions@oise.utoronto.ca
Website:	www.ro.oise.utoronto.ca/admissions
Registered Students	416-926-4742
E-mail:	admitted@oise.utoronto.ca
Transcripts & Records	416-926-4743
E-mail:	transcripts@oise.utoronto.ca
Fax:	416-923-7834

Master of Arts in Child Study and Education/ Ontario Teachers' Certificate of Qualification Program

(See information on Graduate Studies in Education below)

Master of Teaching in Human Development and Curriculum/ Ontario Teachers' Certificate of Qualification Program

(See information on Graduate Studies in Education below)

✦ Additional Qualification Courses for Educators

Admissions & Registration	416-926-4762 **OR** 1-800-443-7612
Transcripts & Records	416-926-4743
Fax:	416-923-7834
E-mail:	aq@oise.utoronto.ca
Website:	www.ro.oise.utoronto.ca/

✦ Graduate Studies in Education

Admissions & Registration	416-923-6641 ext. 2663 **OR** 1-800-785-3345
Transcripts & Records	416-978-2383
Fax:	416-323-9964
E-mail:	gradstudy@oise.utoronto.ca
Website:	www.ro.oise.utoronto.ca/

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Important Notices

Academic Year

The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August.

"Full-year" courses refer to courses which run through both the Fall and Winter Sessions.

Admissions Policy Statement

In keeping with the Policies and Principles for Admission to the University of Toronto, OISE/UT is dedicated to admitting qualified candidates who reflect the ethnic, cultural and social diversity of Metropolitan Toronto, Ontario and Ontario Schools.

Applications are encouraged from visible minority group members, persons with disabilities, women in non-traditional subject areas, males interested in primary school teaching, Aboriginal persons and native speakers of French.

Admission of International Students

OISE/UT welcomes qualified international students. Efforts are made to meet their special needs insofar as resources permit. International students and others who are not candidates for an Ontario Teachers' Certificate of Qualification must comply with such conditions of admissions as the Faculty Council of OISE/UT may determine.

Changes in Programs of Study and/or Courses

The programs of study which our Calendar lists and describes are available for the year(s) to which the Calendar applies. They may not necessarily be available in later years. If the University or OISE/UT must change the content of programs of study or withdraw them, all reasonable possible advance notice and alternative instruction will be given. The University will not, however, be liable for any loss, damages, or other expenses that such changes might cause.

For each program of study offered by the University through OISE/UT, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrollment limitations, pre-requisites and co-requisites, grading policies, requirements for promotion and timetables without prior notice.

Course Weights/Hours

One full course (1.0) = a minimum of 72 contact hours
One half course (0.5) = a minimum of 36 contact hours

Copyright in Instructional Settings

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

Criminal Record Report

School Board Requirements

The Bachelor of Education/Diploma in Technical Education program requires successful completion of practice teaching in the schools. School Boards require students on practice teaching assignments in Ontario schools to complete a satisfactory criminal background check prior to having direct contact with students. Without a satisfactory criminal record check the schools will not allow candidates to participate in practice teaching. Questions regarding this process should be directed to:

The Ontario Education Services Corporation
Telephone: 416-340-2540, ext. 120
E-mail: oesc@opsba.org

The Ontario College of Teachers Certification

The Ontario College of Teachers (OCT) is responsible for the licensing and regulation of the teaching profession in the public interest. In order to provide increased protection for elementary and secondary students in Ontario schools and to help to ensure that teachers are worthy of the trust placed in them, by students, parents and colleagues, the College requires that all new teacher education graduates who will be applicants for OCT membership and teacher certification (O.T.C. of Q.), provide original reports of criminal record checks and an Applicant's Declaration about their suitability for registration. Note that the report is valid for 6 months only. Questions regarding a Criminal Record Report which might prevent meeting this teacher certification requirement should be directed to:

The Ontario College of Teachers
Telephone: 416-961-8800

Enrolment Limitations

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the Calendar, and to withdraw courses or sections for which enrolment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

Ontario Teacher Qualifying Test

The Ontario government has introduced a new requirement for the O. T C. of Q. - an entry to the profession test called the Ontario Teacher Qualifying Test. Effective January 1, 2003, applicants to the OCT must write and pass the test. The test assesses knowledge of Ontario curriculum, teaching skills and strategies, assessment strategies, learning theory, special education, classroom management, the use of educational technologies, and legislation relevant to teaching in Ontario. Assessment reflects expectations for a teacher entering the profession in Ontario.

Person I. D. (Student Number)

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to Person I.D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I.D. numbers.

Regulations and Policies

The University has several policies which are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so.

In applying to OISE/UT the student assumes certain responsibilities to the University and to OISE/UT and, if admitted and registered, shall be subject to the rules, regulations, and policies cited in the Calendar, as amended from time to time.

Rules and regulations relating to the OISE/UT Bachelor of Education and Diploma in Technical Education programs are displayed in this Calendar. Applicable University policies are either fully displayed or listed in the Calendar (see pages 68 - 75).

Satisfactory Evidence of Freedom from Active Tuberculosis

Applicants who receive an offer of admission to the OISE/UT initial teacher education program will be required to submit satisfactory evidence of freedom from active tuberculosis (required by the Ontario College of Teachers) before registration.

The test must:

a) be done during the 12 months prior to the start of the program

b) clearly show the date(s) when the tuberculin test was administered and include one of the following results:
- a negative tuberculin or 'skin test';

OR
- a positive tuberculin or 'skin test', followed by a normal chest x-ray;

OR
- a normal chest x-ray.

If the stated result is anything other than one of the above three, candidates must provide a written statement from their doctor indicating that they are not a health risk and that they can be in close contact with children. This written statement must be on letterhead and include the candidate's full name.

c) show the name of the doctor or testing agency

d) be signed and dated by an authorized health professional currently practicing in Canada.

NOTE:

a) Immunization cards and self-evaluated test results are not acceptable.

b) Candidates will not be allowed to attend the program if the proof of freedom from active tuberculosis is missing, incomplete or unacceptable to OISE/UT.

c) Students in the Master of Arts in Child Study and Education and the Master of Teaching programs are required to submit proof of freedom from active tuberculosis at the beginning of each year of their program.

Sessional Dates and Deadlines

✦ Bachelor of Education

✦ Diploma in Technical Education

Please note the following:

- ✦ The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August.
- ✦ In the following schedule of Sessional Dates and Deadlines, "full-year" courses refer to courses which run through both the Fall and Winter Sessions.

2003

June 17	Registration/Orientation - Technological Studies Apprenticeship Program (TSAP)
June 18 - July 31	Technological Studies Apprenticeship Program (TSAP), In-Faculty Module 1 (2003/04 Cohort)
June 18 - July 31	Technological Studies Apprenticeship Program (TSAP), In-Faculty Module 2 (2002/03 Cohort)
September 1	Labour Day (University closed)
September 3, 4	Registration - Bachelor of Education and Diploma in Technical Education Programs
September 8	Fall Session begins
September 19	Last day for course and section changes for Fall Session and full-year courses
October 13	Thanksgiving Day (University closed)
October 15	Practicum Preparation (I/S and Technological Studies)
October 21-22	Orientation to Schools (I/S and Technological Studies)
October 23-24	Practicum Seminar and C & I classes (I/S and Technological Studies)
October 27 - November 6	Practicum (I/S and Technological Studies)
October 27 - November 21	Practicum (P/J and J/I)
October 31	Deadline for reporting immigration status changes affecting International Student Fee Exemptions for the Fall Session
November 7	Practicum Seminar (I/S and Technological Studies)
November 10-21	Practicum (I/S and Technological Studies)
November 14	Deadline for withdrawing without academic penalty from Fall Session courses
November 19	Fall Convocation – B.Ed. and Diploma in Technical Education (7:00pm)

2003 Continued

December 15 - 17	Employment Preparation Conference
December 17	Fall Session ends
December 22 - January 4	University closed

2004

January 5	2004 Winter Session begins - classes resume
January 15	Second installment of fees due
January 16	Grades for 2003 Fall Session courses to be submitted to the Registrar's Office
January 16	Last day for course and section changes for Winter Session courses
January 29	Deadline for reporting immigration status changes affecting International Student Fee Exemptions for the Winter Session
February 4	Teaching Profession Day (all divisions)
February 16 - 17	Orientation to Schools (I/S and Technological Studies)
February 18 - 20	Classes (I/S and Technological Studies)
February 19 - March 12	Practicum (P/J and J/I)
February 23 - March 12	Practicum (I/S and Technological Studies)
March 15 - 19	March Break in the Ontario school system - no OISE/UT classes
March 22 - 26	Practicum (all divisions)
March 31	Deadline for withdrawing without academic penalty from Winter Session and full-year courses
April 9	Good Friday (University closed)
April 16	Classes end
April 26	Internship begins
April 30	Grades for 2004 Winter Session and full year courses to be submitted to the Registrar's Office
May 24	Victoria Day (University closed)
May 27	Internship ends
May 28	In-faculty Internship Day
June 11	Grades for the 2003/2004 academic year available on ROSI (via SWS)
June 18 - July 30	Technological Studies Apprenticeship Program (TSAP) In-Faculty Module 1 (2004/05 Cohort)
June 18 - July 30	Technological Studies Apprenticeship Program (TSAP), In-Faculty Module 2 (2003/04 Cohort)
June TBA	Spring Convocation

Sessional Dates and Deadlines

✦ Master of Arts in Child Study and Education
✦ Master of Teaching in Human Development and Education

NOTE: Students in these programs are subject to the rules and regulations of the School of Graduate Studies and should refer to the OISE/UT Bulletin and the School of Graduate Studies Calendar for full details. For definition of Academic Year, please see page 3.

2003

July 31	Deadline for adding 2003 Fall Session and full-year courses, **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required
August 4	Civic Holiday (University closed)
August 8	Last day of 2003 Summer Session, second term lectures
August 31	Recommended date for payment of fees for the 2003/2004 academic year
September 1	Labour Day (University closed)
September 5	Deadline for submission of Individual Reading and Research course approval forms for 2003 Fall Session and full-year courses, to be submitted to the Registrar's Office, Graduate Studies Registration Unit
September 8	Lectures begin for the 2003 Fall Session and full-year courses
September 12	Deadline for 2003/2004 Fall/Winter Session registration. After this date, a late registration fee will be charged
September 12	Final date to request a deferral of admission from the 2003 Fall Session to the 2004 Fall Session
September 14	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for master's degrees to be awarded at November Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
September 19	Grade submission date for 2003 Summer Session, **second term courses**. Grades will be available on ROSI (via SWS) approximately two weeks after this date
September 19	Deadline for SDF designation for 2003 Winter Session courses to be changed to a regular grade or a failure
October 3	Deadline for adding 2003 Fall Session and full-year courses
October 3	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2004 Winter Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support
October 3	Final date for Special Students to submit application forms and all pertinent documents for application to the 2004 Winter Session
October 13	Thanksgiving Day (University closed)

2003 Continued

October 15	Deadline for M.Ed. M.A.(T), M.T. and M.A. (Child Study and Education) students to request convocation in March (in absentia) or in the Spring if **all** degree requirements will be completed in the 2003 Fall Session
October 31	Deadline for withdrawing from 2003 Fall Session courses without academic penalty
November 1	Final date to request a change of start date from the 2003 Summer Session and the 2003 Fall Session to the 2004 Winter Session
November 19	Fall Convocation - Ed.D., M.Ed., M.A.(T), M.T. (7:00pm)
November 20	Fall Convocation - Ph.D., M.A. (7:00pm)
December 1	Deadline for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2004 Summer Session, the 2004 Fall Session and the 2005 Winter Session. While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support
December 1	Deadline for receipt of applications for a 2004 Fall Session and 2005 Winter Session Graduate Assistantship (for full-time study only)
December 5	Last day of lectures for the 2003 Fall Session
December 5	Deadline for adding 2004 Winter Session courses, **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required
December 15	Deadline for submission of Individual Reading and Research course approval forms for the 2004 Winter Session to be submitted to the Registrar's Office, Graduate Studies Registration Unit
December 15 - 17	Employment Preparation Conference
December 22 - January 4	Christmas/New Year (University closed)

2004

January 5	Lectures begin for the 2004 Winter Session
January 9	Deadline for registration for students beginning their programs in the 2004 Winter Session. After this date a late registration fee will be charged
January 9	Final date to request a deferral of admission from the 2004 Winter Session to the 2005 Winter Session
January 16	Grade submission date for the 2003 Fall Session courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date
January 16	Deadline for SDF designation for 2003 Summer Session, first and second term courses to be changed to a regular grade or a failure
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree. (This date is crucial for meeting School of Graduate Studies deadlines)
January 17	Deadline for master's degree students who completed degree requirements in the 2003 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)

2004 Continued

January 23	Deadline for adding 2004 Winter Session courses
February 15	Deadline for M.Ed. M.A.(T), M.T. and M.A. (Child Study and Education) students to request convocation in June if **all** degree requirements, comprehensives and/or research will be completed in the 2004 Winter Session
February 27	Deadline for withdrawing from the 2004 Winter Session and full-year courses without academic penalty
March TBA	Graduation "in absentia"
March 5	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2004 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support
March 5	Final date for Special Students to submit application forms and all pertinent documents for application to 2004 Summer Session, first term
March 15 - 19	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)
March 22 - 26	Registrar's Office begins mailing course selection forms for continuing students for the 2004 Summer Session, 2004 Fall Session and the 2005 Winter Session
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 8	Last day of 2004 Winter Session and full-year lectures
April 9	Good Friday (University closed)
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at June Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
April 30	Continuing students should select courses for the 2004 Summer Session, the 2004 Fall Session and the 2005 Winter Session prior to this date. Maximum enrolment may be reached in some courses well before this date
May 7	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2004 Summer Session, second term, **and** the 2004 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support
May 7	Final date for Special Students to submit application forms and all pertinent documents for application to 2004 Summer Session, second term **and** the 2004 Fall Session
May 16	Grade submission date for 2004 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date
May 19	Deadline for SDF designation for 2003 Summer Session courses to be changed to a regular grade or a failure
May 19	Victoria Day (University closed)
June TBA	June Convocation

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History and Function of the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

On July 1, 1996, the Ontario Institute for Studies in Education (OISE) and the Faculty of Education (FEUT) were integrated to form a new faculty within the university called the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). The following is an historical view of each of the two integrated institutions, their previous relationship and the vision and mission of the new institution - OISE/UT.

The Faculty of Education (FEUT), University of Toronto Schools (UTS), and the Institute of Child Study (ICS)

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1890 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools (UTS) to serve as a practice school or a laboratory school. While UTS has consistently offered an excellent academic program, its involvement in the teacher education program of the Faculty of Education has varied greatly over the years.

The Institute of Child Study (ICS) was founded in 1926 as the St. George's School of Child Study, the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres, and in 1971 it became a constituent part of the Faculty of Education.

The previously described pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated the Ontario College of Education (OCE), University of Toronto. In the following years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years, the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to the Ontario Institute for Studies in Education (OISE). In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory Board. By the same agreement, the name was changed to The College of Education, University of Toronto. The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968.

Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT). In 1976, ICS began offering a two-year child development-based initial teacher education program. Establishment of the Laidlaw Research Centre at ICS in 1992 further strengthened the link between research and teacher education.

In January 1995, the Royal Commission on Learning in its final report, For the Love of Learning, recommended "that the consecutive program for teacher education be extended to two years". In February 1995, the Ministry of Education and Training endorsed this recommendation and called for proposals for two-year, initial teacher education pilot programs to begin in September 1995. In response to this call a program based on six key images of the effective teacher was approved by FEUT Faculty Council and the university's Academic Board. The program was in effect for the 1995-1997 period only and was available to up to 60 Elementary students and up to 60 Secondary students.

Ontario Institute for Studies in Education (OISE)

OISE was established in 1965 by a special act of the Ontario legislature to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. OISE had also been a major centre of educational research and development in Canada. OISE's exclusive focus on graduate studies, research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues.

OISE offered graduate programs leading to the M.Ed., M.A., Ed.D., and Ph.D. degrees through its seven academic departments. Most courses were offered on campus, but some (about 25 per year) were offered through OISE's Field Centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the university's School of Graduate Studies (SGS); graduating students received University of Toronto degrees.

OISE conducted major research and development projects through its internal research centres, its departments, and its Field Centres located across the province. In addition to its faculty, OISE had a professional research staff to assist in carrying out its research and development mandate.

Over the thirty years since its establishment, OISE developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission. From its inception, its faculty and students undertook studies addressing educational theory, policy and practice from early childhood to adult and higher education, in local, national, and international settings (including a Francophone setting), reflecting the scholarly traditions of many disciplines. OISE had also made a significant contribution to the development of critical theory in education and to feminist studies in education. Through its Field Centres, OISE maintained an important presence throughout the province.

The Relationship Between OISE and FEUT

In general, OISE and FEUT each pursued their mandates and activities separately from 1965 on. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration.

In 1983, the University of Toronto and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue the matter. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the university was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE,

FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

The Establishment of OISE/UT

In February, 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field.

Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by the Ontario Institute for Studies in Education, the Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the **Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)**, began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It enjoys full status as a major organizational unit of the University with all the rights and responsibilities pursuant to which individual university faculties hold such status. Its departments are members of Division II (Social Sciences) of the University's School of Graduate Studies.

Vision

OISE/UT strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE/UT is a centre of excellence for graduate studies, research, field development, initial and continuing teacher education in Ontario. It also is a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Mission

OISE/UT is committed to the study of education and matters related to education in a societal context in which learning is a life-long activity. Its mission emphasizes equity and access and the improvement of the educational experiences of people of all age levels and backgrounds. It includes partnerships with others to address a wide array of problems, drawing upon the insights of academic disciplines and professional perspectives. OISE/UT is dedicated to national pre-eminence and international distinction in graduate studies, initial and continuing teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 - 1996

Directors of the Ontario Institute for Studies in Education

R.W.B. Jackson	1965 - 1975
C.C. Pitt	1975 - 1980
B. Shapiro	1980 - 1986
W. Pitman	1986 - 1992
A. Kruger	1992 - 1995
A. Hildyard	1995 - 1996

Deans of OISE/UT

M.G. Fullan	1996 - 2003
J.S. Gaskell	2003 -

Summary of Programs Offered by OISE/UT

OISE/UT offers teacher education at several levels. These are summarized below. This Calendar pertains to the Initial Teacher Education Programs only. Information regarding Additional Qualification Courses for Educators and the Graduate Studies programs can be obtained from the addresses listed herein.

Initial Teacher Education Programs

Initial teacher education programs provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required. These programs lead to the Ontario Teachers' Certificate of Qualification (O.T.C. of Q.).

Bachelor of Education Degree

Four concentrations are offered:

- ✦ Primary/Junior
- ✦ Junior/Intermediate
- ✦ Intermediate/Senior
- ✦ Technological Studies

Diploma in Technical Education

This program is for candidates who have specialized knowledge and training in technological areas and who wish to teach in their area of expertise in the Intermediate and Senior divisions. (See also page 39 regarding the B.Ed. degree.)

Master of Arts in Child Study and Education

Two concentrations are offered:

- ✦ Primary Education
- ✦ Special Education

Master of Teaching in Human Development and Curriculum

Two concentrations are offered:

- ✦ Primary/Junior Education
- ✦ Junior/Intermediate Education

Additional Qualification Courses for Educators

Additional Qualification Courses for Educators offers, through part-time study, an extensive range of courses leading to additional qualifications approved by the Ontario College of Teachers for holders of the Certificate of Qualification and Certificate of Registration.

Teachers who have received their teacher education outside of Ontario, who have been directed by the Ontario College of Teachers to take professional courses may apply for admission to Basic Divisional Qualification courses or basic level Technological Studies courses only. Such candidates must first attend an orientation/information session at OISE/UT and are required to submit evidence of an acceptable level of proficiency in oral and written English as detailed on pages 68 - 70.

The Additional Qualification courses offered in the Summer Session and the Winter Evening Session, depending on resources and demand, are as follows:

- ✦ Basic Divisional Qualification courses (Primary, Junior, Intermediate, Senior)
- ✦ One-session courses
- ✦ Three-part courses
- ✦ Honour Specialist (General Studies)
- ✦ Technological Studies (Basic, Advanced)
- ✦ Honour Specialist (Technological Studies)

For application information and forms, visit the Registrar's Office website: www.ro.oise.utoronto.ca/

If you require further information, contact:
OISE/UT Registrar's Office
Additional Qualifications Unit
252 Bloor Street West, Room 4-485
Toronto, Ontario M5S 1V6
Telephone: 416-926-4762
Telephone: 1-800-443-7612
Fax: 416-923-7834
E-mail: aq@oise.utoronto.ca

Graduate Studies in Education

Graduate programs leading to M.Ed., M.A., M.A.(T), M.T., Ed.D. and Ph.D. degrees are offered through OISE/UT's five departments:

- ✦ Adult Education and Counselling Psychology (AECP)
- ✦ Curriculum, Teaching and Learning (CTL)
- ✦ Human Development and Applied Psychology (HDAP)
- ✦ Sociology and Equity Studies in Education (SESE)
- ✦ Theory & Policy Studies in Education (TPS)

With the exception of the M.A. in Child Study and Education and the Master of Teaching in Human Development and Curriculum, graduate degrees in education at OISE/UT do not carry Ontario teacher certification.

For application information and forms, visit the Registrar's Office website: www.ro.oise.utoronto.ca/

If you require further information, contact:
OISE/UT Registrar's Office
Graduate Studies Unit
252 Bloor Street West, Room 4-485
Toronto, Ontario, Canada M5S 1V6
Telephone: 416-923-6641, Ext. 2663
Telephone: 1-800-785-3345
Fax: 416-323-9964
E-mail: gradstudy@oise.utoronto.ca

Laboratory Schools

The University of Toronto Schools (UTS)

The University of Toronto Schools (UTS) is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study and experimentation. Resources of the school are available to staff and students of OISE/UT for teaching practice, demonstration, and experiment.

For Further Information:
The University of Toronto Schools
371 Bloor Street West
Toronto, Ontario M5S 2R7
Telephone: 416-978-3212
Fax: 416-978-6775
Website: www.uts.oise.utoronto.ca

The Institute of Child Study (ICS)

The Institute of Child Study (ICS) operates a laboratory school which is a day school for children 3 to 12 years of age, and an Infant Centre. Both serve as resources for students in the M.A. in Child Study and Education program and for research activities.

Further information is available at the ICS website: www.oise.utoronto.ca/ICS

Or from:
The Institute of Child Study
45 Walmer Road
Toronto, Ontario M5R 2X2
Telephone 416-978-3457
Fax 416-978-6485
E-mail: erentzelos@oise.utoronto.ca

Bachelor of Education Program

✦ Primary/Junior (P/J)

✦ Junior/Intermediate (J/I)

✦ Intermediate/Senior (I/S)

Ontario Teachers' Certificate of Qualification (O.T.C. of Q.)

Candidates who are Canadian citizens or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers, and who meet all requirements of the programs, may be recommended to the Ontario College of Teachers for a Certificate of Qualification (O.T.C. of Q.) which qualifies them to teach in Ontario schools.

Admission Requirements

Applicants must hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, conferred not later than the Fall convocation in the year of registration at OISE/UT. An approved degree must include at least 15 full-year courses or equivalent.

Preference is given to those who have attained a high academic average in a four-year degree program and to those with relevant experience which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand. Applicants must also have met the English Language Proficiency Policy requirements.

Documentation

Each applicant must submit the following:

a) a completed Ontario Universities' Application Centre (OUAC) application form along with the required application and service fees.

b) an official transcript of all degree credit courses completed to date of application.

c) evidence of an acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 68 - 70).

d) a completed OISE/UT initial teacher education Applicant Profile.

e) a photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.

f) a photocopy of a certificate of change of name, where applicable.

Additional Information:

a) Documentation in a language other than English or French must be accompanied by an official translation. All applicants, especially those who are submitting academic documents from other countries, should be aware that assessment of academic standing by OISE/UT is for admissions purposes only. The Ontario College of Teachers is not obliged to accept our assessment of your academic background and will make its own evaluation for certification purposes.

b) Applicants who receive an offer of admission to the OISE/UT initial teacher education program will be required to submit satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers) before registration. See page 4 for details.

c) Criminal record screening is required for certification by the Ontario College of Teachers. See page 3 for details.

d) Applicants to the Ontario College of Teachers must write and pass the Ontario Teacher Qualifying Test. See page 4 for details.

For application information and forms, visit the Registrar's Office website: www.ro.oise.utoronto.ca/

If you require further information, contact:
OISE/UT Registrar's Office
Initial Teacher Education Admissions Unit
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-926-4701
E-mail: admissions@oise.utoronto.ca
Website: www.ro.oise.utoronto.ca

Program of Study

The program consists of seven components (A-G below), for a total of 5.0 Course Weights. Candidates must successfully complete all seven components of the program in order to be recommended for the Bachelor of Education degree and the Ontario Teachers' Certificate of Qualification.

In addition to the regular in-faculty program delivery, a variety of other program delivery options exists, which will be outlined to candidates upon acceptance into the Primary/Junior, Junior/Intermediate, or Intermediate/Senior concentration of the program.

A) Curriculum and Instruction (C & I)

(Course Weight 2.0)

Candidates must select one of the following concentrations and the respective C & I course(s). Prerequisites, if any, are stated in the course descriptions.

Primary/Junior (junior kindergarten to grade 6)
Junior/Intermediate (grades 4 to 10)
Intermediate/Senior (grades 7 to 12)

✦ Primary/Junior (P/J)

The C & I component of this concentration is the course Primary/Junior Education EDU1420 which consists of broad-based methodology in several subject areas.

✦ Junior/Intermediate (J/I)

The C & I component of this concentration is comprised of two courses:

- Junior/Intermediate Education EDU1450, a broad-based methodology course (1.5)
- one Intermediate subject-specific methodology course from those listed below (0.5)

English (First Language) EDU1101
French (Second Language) EDU1111
Geography EDU1441
Health and Physical Education EDU1251
History EDU1151
Mathematics EDU1221
Music-Instrumental EDU1231
Music-Vocal EDU1241
Science (General) EDU1301
Visual Arts EDU1011

The Elementary Education STEP Program

The Student Teaching Experience Program (STEP) is a compulsory part of the Primary/Junior and Junior/Intermediate programs. STEP provides opportunities to observe and work with Associate Teachers during weeks that are not part of the Practicum or Internship sessions. Depending on the option in which they are enrolled, candidates have different days or blocks of STEP. STEP days are forerunners to the Practicum sessions in that candidates are in a classroom for a series of STEP days preceding a Practicum session in the same classroom.

✦ Intermediate/Senior (I/S)

The C & I component of this concentration is comprised of two subject-specific methodology courses from those listed below (1.0 each).

NOTE: Candidates selecting Business Studies must choose two Business Studies courses. No other combination is acceptable.

Business Studies - Accounting EDU1340
Business Studies - Data Processing EDU1350
Business Studies - Marketing and Merchandising EDU1360
Classical Studies - Latin EDU1200
Computer Science EDU1040
Dramatic Arts EDU1070
Economics EDU1080
English (First Language) EDU1100
Family Studies EDU1160
French (Second Language) EDU1110
Geography EDU1440
Health and Physical Education EDU1250
History EDU1150
Individual and Society EDU1270
International Languages - German EDU1140
International Languages - Italian EDU1190
International Languages - Spanish EDU1310
International Languages - Other EDU1180
Mathematics EDU1220
Music - Instrumental EDU1230
Music - Vocal EDU1240
Politics - EDU1260
Religious Education EDU1280
Science - Biology EDU1470
Science - Chemistry EDU1480
Science - General EDU1300
Science - Physics EDU1490
Visual Arts EDU1010

B) Teacher Education Seminar

(Course Weight 1.0)

The Teacher Education Seminar (EDU6000) is required of all candidates. It links the candidate's experiences across the program and emphasizes professional growth.

C) Psychological Foundations of Learning and Development (Course Weight 0.5)

The Psychological Foundations of Learning and Development course (EDU3506) is required of all candidates and focuses on psychological principles of learning and development, key concepts such as intelligence and motivation, diversity among learners and interrelations among the learner, the family, the school, and society in relation to learning.

D) School and Society (Course Weight 0.5)

The School and Society course (EDU3508) is required of all candidates and emphasizes relationships among schools, classrooms, community and society; the diversity of classrooms; teachers' professional work; educational policy and the purposes of education.

E) Related Studies (Course Weight 0.5)

The elective Related Studies courses allow candidates to pursue individual interests and deepen or broaden their knowledge and skills. One course from the following list is required.

A Survey of Children's Literature for Elementary Classrooms EDU5511
Accountability and Developing an "Inquiry Habit of Mind" EDU5558
An Introduction to Second Language Acquisition Processes EDU5513
Anti-Racist Education Studies EDU5510
Career Guidance in School: Development and Transition EDU5560
Child Abuse and its Appearance in the K-12 Classroom EDU5573
Classroom Management: Building on the Basics EDU5562
Creating a Caring Inclusive Classroom EDU5515
Cross-Cultural Counselling Skills for Beginning Teachers EDU5518
Curriculum Theory and Practice for Kindergarten EDU5566
Democratic Values, Student Engagement and Critical Thinking EDU5564
Design and Problem-solving Processes for the Classroom EDU5575
Developing a Personal Philosophy of Education EDU5520
Developing Skills of Inquiry, Design and Communication in Science and Technology EDU5517
Education and the Cultural Community EDU5522
Effective Micro-counselling Skills for the Classroom Teacher EDU5568
ESL Across the Curriculum EDU5524
Games Boys Play: Masculinities in Multicultural Classrooms EDU5580
Gender Equity in Schools and Classrooms EDU5532
Gifted Education: Working with Students of High Academic Ability EDU5529
Indigenous Peoples and Medias EDU5516
In*queer*ies about Education EDU5576
Instructional Creativity: Designing a Powerful Environment EDU5577
Issues in International and Global Education EDU5536
Learning in the Digital World EDU5578
Management of Emotional and Behavioural Problems in the Classroom EDU5572
Managing Conflict in Classrooms and the School Workplace EDU5538
Models of Teaching: Enhancing Your Classroom Practice EDU5542
Music Enrichment for the Elementary Classroom Teacher EDU5523
Outcomes of Early Education and Child Care EDU5579
Perspectives On Adult Education EDU5582
Philosophical Conversation on Educational Practice EDU5585
Prior Learning Assessment and Recognition EDU5583
Professional Ethics in Teaching EDU5544
School Change and the Learning Organization EDU5586
Teaching in French Immersion EDU5552
Teaching Literature: the Perspectives of Writer and Reader EDU5531
Theories and Practices of Alternative Education and Schooling EDU5527
Youth Popular Culture and Schooling EDU5556

NOTE: Enrolment in the following courses is available to both graduate and Initial Teacher Education candidates.

Initial Teacher Education candidates who select one of these courses to fulfill the Related Studies component will receive a credit towards the completion of the Bachelor of Education degree or the Diploma in Technological Studies, **not** a credit towards a graduate degree. These courses will be scheduled in the evening and will not be suspended during the Practicum periods as will the other Initial Teacher Education courses. Candidates will be required to attend these courses during the Practicum.

An Introduction to Workplace, Organizational and Economic Democracy EDU5111
Children's Literature as a Foundation of Literate Behaviour Across the Curriculum EDU5143
Community Development: Innovative Models EDU5115
Diversity and Social Justice: Issues in Physical Education, Recreation and Sport EDU5116

Education and Work EDU5118
History and Educational Research EDU5144
History of Education in Canada (on-line) EDU5120
Immigration and the History of Canadian Education EDU5128
Teachers and School Law EDU5145
Teachers' Work: Classrooms, Careers, Cultures and Change EDU5121
The Origins of Modern Schooling II: Problems in 19th and 20th Century Education History EDU5134
Women, Diversity and the Educational System EDU5140
Writing, Reading, Talking and Learning: Discourse Relationships in the Classroom EDU5123

F) Practicum (Course Weight 0.5)

The Practicum (EDU4010) is required of all candidates and consists of two main components: 1) orientation to schools, with a focus on school culture and school community; and 2) classroom practice.

Locations of Practicum Assignments

Dufferin-Peel Catholic District School Board
Durham District School Board
Durham Catholic District School Board
Halton District School Board
Halton Catholic District School Board
Hamilton-Wentworth District School Board
Hamilton-Wentworth Catholic District School Board
Peel District School Board
Simcoe County District School Board
Toronto Catholic District School Board
Toronto District School Board
York Catholic District School Board
York Region District School Board
*Kawartha Pine Ridge District School Board
*Peterborough Victoria Northumberland and Clarington Catholic District School Board
*Upper Grand District School Board
*Wellington Catholic District School Board

* **NOTE:** Second Practicum session only

All Practicum placements are made through the School-University Parterships Office. Under no circumstances should candidates make their own arrangements with schools.

G) Internship (Course Weight 0.0)

The Internship is required of all students and consists of field-based experience. It allows candidates to deepen and broaden their skills and knowledge in terms of the Ontario College of Teachers' Standards of Practice for the teaching profession.

Course Descriptions

Course Weights/Hours

- ✦ one full course (1.0) = a minimum of 72 contact hours
- ✦ one half course (0.5) = a minimum of 36 contact hours

NOTE: Courses are listed in alphabetical order by course title.

A Survey of Children's Literature for Elementary Classrooms EDU5511 (Course Weight 0.5)

This course is designed to acquaint students with a wide variety of significant children's literature and with the authors and illustrators who create them. It will also assist students in developing the ability to make informed choices, taking into account the age, ability and interests of the children, and to enhance students' knowledge of theoretical approaches and instructional strategies for using literature throughout the elementary school curriculum in ways that enable children to: 1) realize the pure joy a fine literary work brings; 2) become increasingly sensitive to and appreciative of good literature – poetry, prose and informational material; 3) develop an understanding of human behaviour, ideals and values; and 4) become increasingly literate in their own use of oral and written language.

Accountability and Developing an "Inquiry Habit of Mind" EDU5558 (Course Weight 0.5)

Teachers today are expected to be accountable. They must make their decisions based on data-driven evidence. In this course, teacher candidates examine the school as a data-rich context within which they can develop an "inquiry habit of mind" which fosters continuous improvement in their work as a teacher. Teacher candidates will practice gathering, organizing, displaying and interpreting qualitative and quantitative data which will assist decision-making in classroom settings.

Accounting - see Business Studies

An Introduction to Second Language Acquisition Processes EDU5513 (Course Weight 0.5)

This course will allow teacher candidates at the primary, junior, intermediate and senior levels to understand second language acquisition processes. We will focus on 1) individual differences in second language learning; 2) theories of language learning; 3) learner language in second language acquisition; and 4) comprehension and interaction in second language teaching. Candidates will be involved in reflective and active learning. This course

will respond to the needs of all teacher candidates, either because they are preparing to teach French or international languages OR because they will teach students from diverse cultural and linguistic backgrounds.

An Introduction to Workplace, Organizational and Economic Democracy EDU5111 (Course Weight 0.5)
This course provides an introduction to workplace, organizational and economic democracy. Both case studies and relevant theory will be considered. Much of the material in the course will be interdisciplinary.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Anti-Racist Education Studies EDU5510 (Course Weight 0.5)
This course will focus on understanding what integrative anti-racism means for teacher education. It seeks to combine theory with educational and political practice. The intent is to develop and understand the philosophical basis for anti-racism practice by reviewing educational initiatives in this area. The course will provide student teachers with an understanding of race and difference as providing the contexts for power and domination in society. Among issues covered are the place of race and identity in schooling and how teachers can deal with racism using the principles/ideas of anti-racism practice.

Business Studies Intermediate/Senior
The Business Studies program includes study in the following areas: Accounting, Data Processing, Marketing and Merchandising. Candidates must select any two of these three areas of specialization.
Prerequisites: Two full university courses in Business subjects. Consideration will be given to equivalent field experience and related post-secondary education.

✦ Accounting EDU1340 (Course Weight 1.0)
This course will deal with teaching strategies, curriculum development, performance objectives, individualization, evaluation, and the establishment and maintenance of an effective classroom learning environment. Innovative instructional techniques along with the application of lateral thinking skills to the teaching of accounting will be emphasized. Candidates will be given the opportunity to examine various computer packages.

✦ Data Processing EDU1350 (Course Weight 1.0)
This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The course examines the use of a programming language as a vehicle of communication and the methods of teaching a variety of computer topics such as software applications packages, structured programming, computer concepts, documentation procedures, and computers in society. Facilities are provided for hands-on experience with microcomputers.

✦ Marketing and Merchandising EDU1360 (Course Weight 1.0)
An examination of marketing policies and techniques, with emphasis on retail organization and operations. Candidates will study teaching strategies, curriculum design, and innovative instructional techniques.

Career Guidance in School: Development and Transition EDU5560 (Course Weight 0.5)
This course will focus on understanding the critical role of adolescent career guidance for teacher education. It seeks to combine career development theories with guidance work in a school context. The intent is to develop and understand the philosophical basis for guidance practice by reviewing the correspondence between the guidance and career education initiatives (set by the Ontario Ministry of Education) and key concepts in major career choice and development theories. The course will provide teacher candidates with an understanding of major theoretical tenets. Among issues covered are teacher-counsellor collaboration, skills for guidance and educational intervention, the role of career assessment tools, and helping disadvantaged groups.

Child Abuse and its Appearance in the K-12 Classroom EDU5573 (Course Weight 0.5)
This course will examine Canadian students who are victims of abuse in their families and their communities. We will begin by considering the incidence and characteristics of different forms of child abuse. Models of the development of child abuse and of patterns of perpetration will be presented. Complications arising from differing cultural contexts will be explored. We will discuss how child victims may present in a classroom and how teachers may recognize whether a child is being abused. Using a combination of literature and clinical case review, the implications of experiences of abuse in the lives of our children will be outlined. Finally, we will work together to develop strategies for responding appropriately to child abuse presented in the school environment.

Children's Literature as a Foundation of Literate Behaviour Across the Curriculum EDU5143 (Course Weight 0.5)

This course focuses on the use of children's literature as a foundation of literate behaviour across the curriculum. It will deal with the nature of literacy and learning and with curriculum issues. The general approach of the course will be exploratory rather and didactic and will integrate three components of inquiry: 1) experiential, in which participants learn about children's literature and literate behaviour across the curriculum, reflecting, raising questions to explore, and connecting through their experiences in classrooms and as meaning makers - observing, questioning, and experimenting; 2) theoretical, in which participants explore and discuss current theory and research related to issues raised in the course; 3) pragmatic, in which the focus will be on developing specific teaching/learning strategies that are consistent with current knowledge about literacy processes and instruction.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Classical Studies - Latin EDU1200 (Course Weight 1.0)

This course introduces candidates to the philosophy, methodologies and issues related to the teaching of Latin in the intermediate and senior divisions. A variety of instructional and assessment strategies, and approaches to curriculum design will be explored. The course will focus on Latin vocabulary, grammar and syntax, comprehension, derivation and oral reading of prose and poetry. There will also be an emphasis on the social and cultural aspects of Roman civilization. The course will be delivered through a variety of approaches including reflective and active learning.
Prerequisites: Two full university courses in Latin.

Classroom Management: Building on the Basics EDU5562 (Course Weight 0.5)

Possibly the greatest challenge teachers face is the complex task of organizing and managing classrooms. Classroom management and organization refers to all of the things that an effective teacher does to organize students, space, time and materials so that instruction in content and student learning can take place. Research in this area attests to the fact that classroom management skills are of primary importance in determining teachers' success. In keeping with the Teaching Practice component of the Standards of Practice of the Teaching Profession, this course will help you learn how to establish a safe and supportive environment, how to establish and maintain standards for student behaviour, how to organize time and space to enrich the learning environment and how to use classroom management skills to enhance learning. This course will use as its base the David Keirsey and True Colors theory of classroom management and discipline and the works of Glasser, Dreikurs, Gordon and Ginott.

Community Development: Innovative Models EDU5115 (Course Weight 0.5)

This course involves the study of innovative models of community development in such areas as housing, childcare, healthcare including mental health services, social service provision, and education, as well as models of community economic development. There is a combination of case studies (both Canadian and international), papers on alternative policies, and critical social analyses both of why there is a need for community development and the significance of this phenomenon for a broader social-change strategy. The community development strategies utilized in the course are based primarily on non-profit and cooperative approaches.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Computer Science Intermediate/Senior EDU1040 (Course Weight 1.0)

This course focuses on discourses in education and culture around computers and technology, in which teachers produce curricula and spaces where diverse student populations can engage in the production of computing knowledge. Knowledge of computing is built by students, teachers, communities, cultures, and globally through relationships and everyday and social/cultural experiences. Preservice teachers, in taking up multiple orientations and pedagogical approaches to the teaching of computers, will explore issues around computer use in secondary schools - e.g. privacy, pornography, relationships, and censorship in cyberspace, conceptual/imaginative interpretations and limitations in computerized environments, and problem-oriented and case study approaches to computing. Facilities are provided for hands-on experience with computers.
Prerequisites: Two full post-secondary courses in computing, or approved field experience.

Creating a Caring Inclusive Classroom EDU5515 (Course Weight 0.5)

This course will examine the theory, basic research, interactive process and methodology of the cooperative learning approach for building a collaborative culture in the classroom. The content, teaching process and strategies will focus on a critical exploration of the Tribes TLC approach. Teachers of all grade levels and all subject areas may use the course concepts and methods. Participants will learn how to implement a three-stage

group development process to establish a positive learning environment in their classroom. In addition, participants will learn how this approach provides a foundation for learning and children's development. Included is an examination of a process involving the incorporation of collaborative skills, a framework for cooperative learning, principles of brain-compatible learning and processes for effective reflection (process) questions that enhance academic achievement. This approach actively involves students in their own learning, assures respect for diversity, cultures, races, abilities and multiple intelligence, develops caring and support among students, fosters the development of resiliency and engages students in problem solving and decision making.

Cross-Cultural Counselling Skills for Beginning Teachers EDU5518 (Course Weight 0.5)
Ontario schools, faced with changes in the composition of student population and more demands for greater accountability, continue to strive to implement programs to address the needs of all students. Teachers are expected to perform more than their traditional roles and serve as coaches, counsellors and guides for students. This course is intended to provide techniques or skills that a beginning teacher may employ when confronted with complex situations involving students for which personal guidance and counselling interventions are an appropriate course of action. The course will also assist teacher candidates in developing resource materials for dealing with multiethnic and multicultural student populations.

Curriculum Theory and Practice for Kindergarten EDU5566 (Course Weight 0.5)
The context of the kindergarten classroom is unique. This course explores learning theories, current research, policy changes and curriculum designs for the kindergarten. Teacher candidates will explore the ways in which parents, the community, and early childhood professionals interact during the educative process. Aims and objectives, essential elements and content for kindergarten programs, will be examined.

Data Processing - see Business Studies

Democratic Values, Student Engagement and Critical Thinking EDU5564 (Course Weight 0.5)
This course expands the teacher education program's emphasis on critical reflection on practice which teacher candidates find in their foundational and curriculum courses. Issues of equity and diversity are examined by looking closely at the meanings and implications of such "catch-words" as critical thinking, democratic practices, and student engagement. Case studies based on real teaching situations are examined in order to explore theoretical and practical connections between selected concepts and ideals within teaching practice in today's schools.

Design and Problem-Solving Processes for the Classroom EDU5575 (Course Weight 0.5)
This course will provide candidates with an introduction to design processes; that is, the particular form of practical problem-solving which lies at the heart of all Technological Studies activity. The philosophy and the theoretical principles, which underlie design education will be examined. Using a variety of contexts as starting points, candidates will experience and apply concepts and principles in the development of practical activities and materials appropriate to a range of learning expectations in technological education.

Developing a Personal Philosophy of Education EDU5520 (Course Weight 0.5)
A variety of modern views on aims and methodology in education will be studied with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

Developing Skills of Inquiry, Design and Communication in Science and Technology EDU5517 (Course Weight 0.5)
This course will help teacher candidates to develop: 1) understandings about the nature of products and practices in science and technology and how they relate to each other and society and the environment and 2) expertise enabling them to conduct scientific investigations and invention projects of their design leading to conclusions apparent to them. Candidates should be able to teach science and technology in ways that more accurately reflect how scientists and technologists do their work, what limitations they have in developing knowledge and how science and technology may affect each other and society and the environment. Candidates will, as well, be able to assist students with project work in science and technology and, where it exists, science fairs and expositions.

Diversity and Social Justice Issues in Physical Education, Recreation and Sport EDU5116 (Course Weight 0.5)
Feminist and antiracist analyses will be central to the course. With a specific focus on pedagogical implications, readings and discussion will focus on the experiences of disadvantaged social groups including girls and women,

ethnic minorities, people living in poverty, lesbians and gay men, people with disabilities, and various sociocultural contexts for physical education, recreation and sport, including schools, universities and communities.
NOTE: Admission to this course requires permission of the instructor. This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Dramatic Arts Intermediate/Senior EDU1070 (Course Weight 1.0)
This course focuses on the philosophy and practice of drama in education with a particular focus on the cognitive, social, and artistic development of the older child and adolescent through both curricular and extracurricular programs. Teaching techniques introduce students to the use of movement and voice, as well as developing an awareness of and practice in drama as an art form. Activities are wide-ranging in their approaches to improvisation, textual analysis, interpretation, scripting. Students will plan individual lessons and units as well as consider the purpose and design of a variety of assessment methods.
Prerequisites: Two full university courses in Drama, or approved field experience.

Economics Intermediate/Senior EDU1080 (Course Weight 1.0)
This course introduces candidates to the methodologies and issues relevant to teachers of economics in Ontario. Instructional strategies, assessment techniques and curriculum designs that respect the combined role of teachers and learners are examined. Special emphasis will be placed on the use of Information Technology and other media to link theory with practice and foster critical thinking. Course delivery methods include interactive sessions, mini-lectures, demonstrations, individual and team presentations, guest speakers and field studies. Practical assignments challenge candidates to apply educational pedagogy to classroom realities. Candidates are encouraged to develop a personal professional philosophy about teaching economics, based on critical and reflective practice.
Prerequisites: Two full university courses in Economics.

Education and the Cultural Community EDU5522 (Course Weight 0.5)
This course will explore parallel education programs in cultural institutions such as museums, galleries, libraries, and heritage organizations. Aspects of museum education, audience development, experiential learning, and teaching in alternative educational settings will be considered in relation to schools, childhood and adolescent learning theory, curriculum, and broader issues within cultural studies. The course will capitalize on the students' various discipline backgrounds and their subsequent practicum experiences in schools.

Education and Work EDU5118 (Course Weight 0.5)
An introduction to critical contemporary studies of relations between the realms of learning and work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and community service work. Special attention will be devoted to the connection between underemployment and lifelong learning.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Effective Micro-counseling Skills for the Classroom Teacher EDU5568 (Course Weight 0.5)
Teachers are increasingly being faced with resolving complex interpersonal situations, listening to sensitive personal stories or offering advice on important life decisions arising from students in their classroom. These situations might involve such areas as serious mental health concerns, abusive relationships with their family or partners, or sexual orientation concerns. Teachers must have the necessary skills to listen non-judgmentally to a student's concerns, and the knowledge and information base to decide when a referral to another professional is appropriate. This course will provide the teacher candidate with an exposure to the principles and practice of basic micro-counseling techniques such as empathic listening, awareness of non-verbal behaviour, cultural sensitivity, and helping students describe their problems. These skills will be achieved through a series of role-play exercises, self-reflection, guest speakers, and directed readings. The goal of this course is to provide teacher candidates with the basic skills and knowledge to be effective listeners and resource persons to meet the needs of a diverse student population.

English (First Language) Intermediate EDU1101 (Course Weight 0.5)
This course engages students in the practices, resources and theories of English/Language Arts to prepare them for teaching in the intermediate grades. Explorations of written, visual and virtual texts such as literature, media, and technology define the content. Since language is fundamental to thinking and learning, students engage in reading, writing, viewing, talking and representing strategies as the practical grounding for understanding and

reflecting on English/Language Arts practices, and for creating sound language curricula. The content, methodologies, evaluation and skill requirements of the course will be linked to Ontario Ministry of Education guidelines.
Prerequisites: Two full university courses in English.

English (First Language) Intermediate/Senior EDU1100 (Course Weight 1.0)

This course engages students in the practices, resources and theories of English/Language Arts to prepare for English teaching at I/S levels. Written, visual and virtual texts such as literature, media and technology define the content. Topics include teaching textual forms, writing processes, classroom language and media/technology. Students will read, write, view, talk and represent their understanding of textuality to reflect on English/Language Arts practices and theories, as preparation for informed curriculum planning and implementation. The content, methodologies, evaluation and skill requirements in English/Language Arts will be linked to Ontario Ministry of Education guidelines.
Prerequisites: Two full university courses in English.

ESL Across the Curriculum EDU5524 (Course Weight 0.5)

This course will help teacher candidates at the primary, junior, intermediate and senior levels develop the skills, knowledge and dispositions to meet the needs of English second language learners in mainstream classes. We will focus on 1) methods and techniques for adapting content-based teaching for ESL students; 2) integrating the formal aspects of English (grammar, vocabulary, pronunciation) into content-based teaching; 3) integrating strategy training and language awareness into mainstream programs; and 4) developing sensitivity to cultural and linguistic diversity. Candidates will be involved in reflective and active learning.

Family Studies Intermediate/Senior EDU1160 (Course Weight 1.0)

This course explores principles and practices in Family Studies. As foundation for lesson and curriculum design, students will examine personal experience, professional practice, and current research, encompassing the evolving nature of the field, including integrated curriculum; alternative perspectives on teaching and learning; approaches to community-building, and inclusion of diverse learners; assessment and evaluation strategies; management and safety issues; utilization of technology; reciprocal school, community, and societal impact. Linking course experiences and field studies, students will critique theories from self, others and literature. Students will build professional portfolios, documenting their growth as teacher-learners.
Prerequisites: Three full university courses in Family Studies.

French (Second Language) Intermediate EDU1111 (Course Weight 0.5)

This course will help teacher candidates develop the skills, knowledge and dispositions expected of beginning core French teachers at the intermediate level. The course will focus on 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media and technology and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education guidelines; 3) methods and techniques for teaching in extended and immersion French programs. Candidates will be involved in reflective and active learning. This course is offered in French.
Prerequisites: Five full university courses in French and demonstrated proficiency in speaking and writing the language.

French (Second Language) Intermediate/Senior EDU1110 (Course Weight 1.0)

This course will help teacher candidates develop the skills, knowledge, and dispositions expected of beginning core French teachers at the intermediate and senior levels. We will focus on 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media and technology, literature and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education guidelines; 3) methods and techniques for teaching in extended and immersion French programs. Candidates will be involved in reflective and active learning. This course is offered in French.
Prerequisites: Five full university courses (15 credits) of French and demonstrated proficiency in the language.

Games Boys Play: Masculinities in Multicultural Classrooms EDU5580 (Course Weight 0.5)

This course will focus on gender identity and sexuality as experienced by boys in the school environment. Masculine identities are produced and reproduced in the classroom as a result of the relationship with the teacher, the curriculum and peer-group. Far from being fixed, these identities arecontinuously challenged and renegotiated. By understanding these flexible masculinities, teachers can support learning in more effective ways. We will use sport, popular culture, fiction and cinema to examine these ideas. For example, looking at James Barrie's Peter Pan (film: Captain Hook), we can understand the fears and anxieties about boys' rites of passage in becoming men and the games that are played out to achieve this. A selection of

short stories by Austin Clarke (the Canadian-Barbadian writer) will help us understand how first and second generation men and boys 'act-out' the different ways of being male in a multicultural society. Excerpts from films, such as 'The Full Monty' and 'Billy Elliott' will help us to get an insight into white working class boys' attitudes to gender and sexual orientations. In a similar way John Singleton's 'Boyz N the Hood' will allow us to see how black masculinities can be a critical performance in Toronto schools and neighbourhoods. We will also attempt to understand how the male 'superhero' images found in comic books and films (e.g., Superman, Batman, Spiderman) affect the way in which boys experience their emotions.

Gender Equity in Schools and Classrooms EDU5532 (Course Weight 0.5)
This course encourages prospective teachers to think about aspects of their work that have implications for gender equity. Examples of topics include: gender and our own school memories; access, participation and achievement; how schools are organized around gender; classroom treatment of girls and boys; coeducation vs. single-sex education; notions of masculinity and femininity; sexual harassment in schools; teachers' career paths; women's studies and feminist pedagogy. Issues are placed within a framework that considers gender roles and social change, feminist theories and questions about "equality" and "difference", and how gender operates together with other social divisions and designations such as race, class and sexual orientation.

Geography Intermediate EDU1441 (Course Weight 1.0)
This course facilitates the development of understandings and strategies for using the concepts and skills of geography to help students learn. Particular emphasis will be given to the learning needs of young adolescents. Candidates design and develop lessons and curriculum materials that are appropriate for diverse learners, and for teaching different kinds of geographic social science content, both across the curriculum and as a separate subject.
Prerequisites: Two full university courses in Geography.

Geography Intermediate/Senior EDU1440 (Course Weight 1.0)
This course facilitates the development of understandings and strategies for using the concepts and skills of geography to help students learn. Candidates develop lessons and curriculum materials that are appropriate for diverse learners and for teaching different kinds of geographic social science content, including international and cross-cultural material. Consideration is given to issues related to current curriculum reform. The course includes inquiry models, field study, the application of technology in learning, feedback-oriented assessment, and a variety of instructional techniques. Assignments involve practical applications and critical reflection.
Prerequisites: Two full university courses in Geography.

German - See International Languages

Gifted Education: Working with Students of High Academic Ability EDU5529 (Course Weight 0.5)
This course will encourage participants to 1) deepen their understanding of the nature of giftedness as an exceptionality; 2) acquire a good working knowledge of theory-based and empirically-validated ways to adapt classroom instruction to meet the educational needs of developmentally advanced students, and 3) learn about encouraging gifted-level development in diverse learners. Questions will be addressed paying particular attention to the practical implications of DEFINITION: What is giftedness/creativity? How does it develop? IDENTIFICATION: When are students gifted/creative? How can they be identified? And PROGRAMMING: What curriculum adaptations are required, and when? Theories and research will be reviewed from various disciplines, including cognitive science, developmental psychology, educational psychology, and special education. Applications to both integrated and congregated gifted classroom settings will be considered.
NOTE: Open only to Intermediate/Senior candidates.

Health and Physical Education Intermediate EDU1251 (Course Weight 0.5)
This course of study prepares future teachers to design and deliver contemporary intermediate level (grades 7-10) physical and health education programs. It is consistent with the national and provincial trend towards de-emphasizing competitive team sports and focuses on wellness and the process of guiding youngsters to develop the knowledge, skills and attitudes that lead one to become physically active for a lifetime. Participants relate social, cultural, economic and political factors to teaching and student learning and their ability to work collaboratively within the school setting, systems and the community.

Health and Physical Education Intermediate/Senior EDU1250 (Course Weight 1.0)
This course of study prepares future teachers to design and deliver contemporary Intermediate/Senior level (grades 7-13) physical and health education programs. Teacher candidates will experience effective methods to teach movement patterns, motor skills, and team concepts so that their students will enjoy success in physical activities throughout their lifetime. They will learn to deliver active

living health concepts through various teaching methods so their future students will develop better decision-making abilities with regard to their own health. Participants will understand and employ various teaching approaches which acknowledge both the unique growth of individual students and also the sequential stages of learning. Participants will also explore, practice, and evaluate safe action while teaching, coaching, and supervising physical and health education activities.
Prerequisites: Two full university courses in Physical and Health Education. Consideration will be given to equivalent field experience.

History and Educational Research EDU5144 (Course Weight 0.5)
A seminar course required of all M.Ed. students in History of Education, normally taken at or near the end of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper. This course is intended for those planning to teach in the secondary schools.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

History Intermediate EDU1151 (Course Weight 0.5)
This course has a dual focus. First, it prepares candidates to deal with the value, issues, and challenges of teaching intermediate History. Second, it helps candidates develop a repertoire of diverse teaching and assessment methods appropriate for Intermediate students. Course activities focus on Canadian History (as prescribed by the provincial guidelines), but links will be made to other histories, and to other subjects. Course methods involve lectures, demonstrations, interactive sessions, small group activities, and field study. Assignments promote the connection of theory and practice through practical applications of the methods studied, and through reflections on practice.
Prerequisites: Two full university courses in History.

History Intermediate/Senior EDU1150 (Course Weight 1.0)
This course will introduce candidates to the methodologies and issues relevant to teachers of History in Ontario in the intermediate and senior divisions. A variety of teaching/learning strategies, assessment techniques and approaches to curriculum design will be explored. Adapting the history program to meet the needs of a diverse student body will be highlighted. The course will also introduce candidates to new directions for reforming the History curriculum. Course methods include lectures, demonstrations, interactive sessions, small group activities and field studies. Assignments will require candidates to develop practical applications and to link theory and practice.
Prerequisites: Two full university courses in History.

History of Education in Canada (On-line) EDU5120 (Course Weight 0.5)
This course provides both preservice and graduate students with an overview of persistent and recurring themes in the history of Canadian Education. It presents students with an opportunity to delve into the interdependent relationship of the history of education to the larger field of the history of Canada, linking these historical relationships with current policies and practices. Among the themes to be explored are the interplay of gender, race, class, ethnicity and religion. These themes are explored within a regional historical perspective, examining how they play out in the Atlantic, Quebec, Ontario, and the West. Integrated within the course are the historiography of Canadian education and an historical analysis of the ongoing criticism of Canadian education. The course is delivered over the Internet, using the computer conferencing capacities of Web KF as a platform. Additional information about on-line courses can be found on the OISE/UT Distance Education webpage: http://www.oise.utoronto.ca/ec/disted/
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Immigration and the History of Canadian Education EDU5128 (Course Weight 0.5)
This course studies both the historical impact of immigrants and immigration on the Canadian school system and the equally important question of the school's role in guiding immigrant students to assimilation/integration into the mainstream Canadian community. The course is organized around a chronological frame beginning with pre-Confederation and working through to today. Given the tremendous impact of immigration in the Greater Toronto Area since World War II, the course gives this era special weight. The course also balances discussion of two different and often historically opposing frames of reference: the agenda of the state and its constituent parts (especially the educational system) with regard to immigrants and immigration vs. the agenda of immigrants and their individual and collective understanding of the immigration and settlement process.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Indigenous Peoples and Media EDU5516 (Course Weight 0.5)
Cultural productions in which Aboriginal peoples engage to tell stories include media, film, photography, newspapers and written texts. This course will endeavour to understand Aboriginal texts through examining media, film, and multi-media sources written and produced by Aboriginal peoples (including experimental and independent productions). This course will exclusively involve literature/productions from Aboriginal authors, storytellers, filmmakers, photographers and activists whose compelling stories and productions engage in decolonizing, cultural vitalization and self-determination.

Individual and Society Intermediate/Senior EDU1270 (Course Weight 1.0)
This course introduces students to the issues around and methodologies for teaching Social Science courses in Ontario. A range of teaching methodologies, assessment approaches, and curriculum designs will be examined and developed. This course will also focus on issues and questions related to current curriculum reform efforts. Course methods include lectures, demonstrations, interactive sessions, small group activities, and field studies. Assignments will require candidates to prepare practical applications and to link theory and practice. Special emphasis will be placed on the use of information technology and other media in the classroom in order to foster critical thinking.
Prerequisites: Two full university courses in Psychology, Sociology or Anthropology.

Inqueeries About Education EDU5576 (Course Weight 0.5)
This course will focus on matters of equity, inclusion, and school reform as these pertain to differences of sexual orientation among students. Course content and instruction will focus on understanding and addressing those educational issues confronting lesbian, gay, bisexual, transgendered, and queer students; strategies and resources for challenging homophobia and heterosexism; and approaches which seek to normalize homosexual identities and promote healthy development by reducing self-hatred and confusion. Parallel identifiers of race, ethnicity, gender, and beliefs will also be explored, along with curriculum materials and community support services that promote sensitivity and visibility. Dialogue will reveal questions of significance for lesbian, gay or bisexual educators, and how a queer identity can inform one's professional life.

Instructional Creativity: Designing a Powerful Environment EDU5577 (Course Weight 0.5)
This course will focus on instructional integration - how a variety of instructional concepts, skills, tactics, and strategies can be simultaneously and endlessly integrated in the design of powerful learning environments. Additionally, the course explores how that integration is guided not only by one's wisdom concerning assessment and content knowledge, but also by those instructional organizers/lenses that inform learning (lenses such as brain research, multiple intelligence, gender, culture, and at risk environments).

International Languages Intermediate/Senior (Course Weight 1.0)
- ✦ German EDU1140
- ✦ Italian EDU1190
- ✦ Spanish EDU1310
- ✦ Other EDU1180

These courses will help teacher candidates develop the skills, knowledge and dispositions expected of beginning teachers of international languages. Although the emphasis will be on school programs at the intermediate and senior levels, the courses will also expose students to community-based programs for intermediate-level learners. Courses focus on: 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media and technology, literature and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education guidelines; 3) multi-level classes. Candidates will be involved in reflective and active learning.
Prerequisites: Five full university courses in the target language and proficiency in speaking and writing the language.

Internship
The Internship consists of field-based experience. It allows candidates to deepen and broaden their skills and knowledge in terms of the Standards of Practice for the teaching profession developed by the College of Teachers.
NOTE: Course number and course weight are not applicable to the Internship.

Issues in International and Global Education EDU5536 (Course Weight 0.5)
This course investigates contrasting perspectives of international and global education and their representation in elementary and secondary school curriculum in Canada and other parts of the world. Inquiries into and critical analyses of various teaching and learning strategies, curriculum resources, and school-based initiatives used to

nurture global and international understanding will be addressed. Participants will have opportunities to integrate global and international themes such as human rights, social justice, cultural diversity, citizenship, economic globalization, technology, and environmental sustainability into their curriculum design work and teaching practice.

Italian - See International Languages

Junior/Intermediate EDU1450 (Course Weight 1.5)
The Junior/Intermediate curriculum course will enable teacher candidates to understand and apply the knowledge, skills and attitudes necessary for designing and constructing effective programs that meet the diverse needs and interests of every student. Teacher candidates will examine instructional approaches and perspectives appropriate for teaching students in the Junior/ Intermediate divisions (grades 4-10) in Ontario schools, aligned with the Ontario Ministry of Education curriculum guidelines. Emphasis will be placed on a high level of participation in course activities, including seminars, discussions, workshops, demonstrations, field work, reflective practice, research, and group assignments. Classroom organization and management, assessment and evaluation, and information technology will be integral components of curriculum studies. Teacher candidates will participate in field experiences with partner schools throughout the year in order to facilitate the interrelationship of practice and theory.

Latin - See Classical Studies

Learning in the Digital World EDU5578 (Course Weight 0.5)
This course looks beyond new technologies as simple "tools" of production and efficiency and considers how our uses of them influence classroom-based learning experiences, teaching practices and relationships among students and teachers alike. Learning to construct websites or PowerPoint presentations is one thing, but learning why we might select them as teaching strategies is quite another. This course shifts the emphasis from teaching technology skills to introducing ways to understand how learning happens differently through our uses of technology.

The class will meet face-to-face initially and then increasingly online using OISENet. This will allow the class to maintain contact with course colleagues as they encounter or develop projects and activities in practicum placements. One of the primary aims of the course is to foster leadership in technology across the curriculum, allowing participants to become resources for other teachers, both in the practicum, and when they eventually find employment. Another is to build an enduring network of contacts – local and international - that will serve as an extended resource for teachers throughout their careers.

Topics include: teaching and learning in virtual learning communities, collaboration online and in the classroom, web-enhanced curriculum, learning and teaching methods, project-based learning, mentorship, being a technological leader in your school and curricular integration. Ideally, a student in this program will pursue a technologically focused Internship.

Management of Emotional and Behavioural Problems in the Classroom EDU5572 (Course Weight 0.5)
This course explores innovative, practical and proactive strategies teachers can employ to manage child behaviour in the classroom. Problems such as aggression, shyness, depression, attention problems and over-activity will be covered. Teacher candidates will learn how to conduct informal assessments of child difficulties and how to modify the classroom environment to ensure optimal student performance and behaviour. Teacher candidates will consider how to work with parents and children concerning classroom-based problems.

Managing Conflict in Classrooms and the School Workplace EDU5538 (Course Weight 0.5)
This course is an in-depth examination of concepts and strategies for facilitating the constructive management of conflict in classrooms and schools. First, participants will learn and develop a range of approaches to helping students improve their capacities for communication, conflict resolution, problem solving, equitable participation in decision-making, and autonomous self-discipline. Second, participants will strengthen their capacities for understanding and handling conflict with other adults in the school workplace, such as diverse colleagues and parents. Activities and discussions will be built around two central ideas: conflict (its value for learning and its management or resolution at the classroom, school, and board levels) and democracy (facilitating the development of diverse 'students' and effective 'citizens'). The course uses a workshop/seminar format. Each participant will build their capacity to evaluate their own skills and to plan educational and communicative strategies in relationship to their own long-range goals, values, and skills as developing teachers. Attention will be given to diverse school contexts at the primary, junior, intermediate, and secondary levels.

Marketing and Merchandising - see Business Studies

Mathematics Intermediate EDU1221 (Course Weight 0.5)
This course is designed to prepare participants to teach students mathematics at the Grade 7-10 level in a thoughtful and interactive way. Participants will explore a variety of teaching techniques which are useful in teaching and assessing today's students as they experience the current mathematics curriculum.
Prerequisites: Two full university courses in Mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Mathematics Intermediate/Senior EDU1220 (Course Weight 1.0)
A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry of Education Guidelines.
Prerequisites: Two full university courses in Mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Models of Teaching: Enhancing Classroom Practice EDU5542 (Course Weight 0.5)
How do teachers improve their teaching in order to improve student learning? There are many powerful models of teaching – also known as instructional strategies – which promote and enhance particular kinds of learning. This course complements the basic teaching techniques introduced in Curriculum and Instruction courses by broadening and deepening a teacher candidate's repertoire of instructional strategies. Specific strategies/models addressed include: direct instruction, concept attainment, cooperative learning, inquiry and role-playing. Theory, design and practice will be combined to learn how to apply these and other models in elementary and secondary classes for all subjects.

Music Enrichment for the Elementary Classroom Teacher EDU5523 (Course Weight 0.5)
This course explores topics that promote a deeper personal understanding of musical skills and knowledge than can be covered in the regular musiccomponent. Topics include: reading music, key signatures, time signatures, developing the singing voice, conducting the primary and junior choir, selecting repertoire and making connections in music to the rest of the curriculum. Participants will receive a package of resource material that is keyed directly to the Ontario Curriculum, Arts (Music).
NOTE: This course is not open to Music Education specialists or candidates enrolled in Music Intermediate or Music Intermediate/Senior, Instrumental or Vocal.

Music Intermediate
Candidates may select only one of the following:

✦ **Instrumental EDU1231 (Course Weight 0.5)**
Prerequisites: Two full university courses in Instrumental Music or demonstrated proficiency in brass, winds and strings.
OR

✦ **Vocal EDU1241 (Course Weight 0.5)**
Prerequisites: Two full university courses in Music, or appropriate background in music.

These courses investigate approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and incorporate personal experience with music and technology (MIDI) and media arts.

Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in grades 7-10. Current music education philosophies, Ministry of Education policy and best practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

Music Intermediate/Senior
Candidates may select only one of the following:

✦ **Instrumental EDU1230 (Course Weight 1.0)**
Prerequisites: Two full university courses in Instrumental Music or demonstrated proficiency in brass, winds and strings.
OR

✦ **Vocal EDU1240 (Course Weight 1.0)**
Prerequisites: Two full university courses in Music, or appropriate background.

These courses investigate approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and personal experience with music and technology (MIDI) and media arts. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in grades 7-graduation. Current music education philosophies, Ministry of Education policy and best practices from the

field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

Outcomes of Early Education and Child Care EDU5579 (Course Weight 0.5)
Does early childhood education make a difference? What makes for high quality daycare experience for children? Are "daycare kids" different from those cared for at home? If there are differences, what are they? For whom are those differences, if any, meaningful? Are those differences, if any, lasting? How do we know? And, who cares? This course will explore these issues; we will examine a variety of early childhood programs, and the research and evaluation studies related to them.

Perspectives on Adult Education EDU5582 (Course Weight 0.5)
A study of adult education programs offered by public, private and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

Philosophical Conversation on Educational Practice EDU5585 (Course Weight 0.5)
This course will focus on a philosophical discussion of crucial educational issues and practices in teaching. The focus will be on open philosophical conversations and dialogue that will provide student teachers with an opportunity to begin to form their views and support for their views on topics such as: dealing with controversial issues in teaching; the challenge of indoctrination and the hidden curriculum; democracy and pluralism in education; students' and parents' rights; critical teaching and the authority of the teacher; standardization and students' needs and interests; and censorship and freedom of speech in the classroom. Contemporary Canadian cases will be used. The course is based on the view that philosophy is a critical inquiry and that such inquiry has a direct bearing on practical educational decisions.

Politics Intermediate/Senior EDU1260 (Course Weight 1.0)
This course explores contrasting images of political education in democratic contexts with special attention to curriculum perspectives and instructional practices used in intermediate Civics and senior Politics courses in secondary schools in Ontario. A variety of learning methodologies, assessment approaches and curriculum design practices will be examined and developed. Special attention will be given to issues and questions related to 'education for citizenship' as it is addressed in the intermediate Civics course, senior Politics courses, and across the curriculum. Course methods include lectures, demonstrations, interactive sessions, small group activities, independent and group investigations, and field studies. Assignments will require candidates to prepare practical applications for Politics courses and to think critically and reflectively about the links between theory and practice. **Prerequisites:** Two full university courses in Political Science.

Practicum EDU4010 (Course Weight 0.5)
The practicum consists of two main components: 1) orientation to schools, with a focus on school culture and school community; and 2) classroom practice related to the candidates specific program. Teacher candidates are assigned, during Fall and Winter practicum sessions, to schools or other settings approved by the Ontario College of Teachers, for a minimum of fifty days of combined observation and practice related to these components. As well, candidates may be involved in additional field activities connected to their program through the year.

Primary/Junior Education EDU1420 (Course Weight 2.0)
The Primary/Junior curriculum course will enable teacher candidates to understand and apply the knowledge, skills and attitudes necessary for designing and constructing effective programs that meet the diverse needs and interests of every student. Teacher candidates will examine instructional approaches and perspectives appropriate for teaching students in the Primary/Junior divisions (K-6) in Ontario schools, aligned with the Ontario Ministry of Education curriculum guidelines. Emphasis will be placed on a high level of participation in course activities, including seminars, discussions, workshops, demonstrations, field work, reflective practice, research, and group assignments. Classroom organization and management, assessment and evaluation, and information technology will be integral components of curriculum studies. Teacher candidates will participate in field experiences with partner schools throughout the year in order to facilitate the interrelationship of practice and theory.

Prior Learning Assessment and Recognition (PLAR) EDU5583 (Course Weight 0.5)
This course examines the principles of PLAR and how learning that occurs outside of school is translated into school achievement. Candidates will explore the utilization of PLAR by means of applying these principles to their own learning.

Professional Ethics in Teaching EDU5544 (Course Weight 0.5)
This course aims to integrate the following three purposes through a combination of seminar-style discussions, lectures, small group exercises and presentations: 1) to acquaint students with past and current theoretical/ philosophical knowledge in the field of applied educational ethics; the moral/ethical dimensions of teaching will be thoroughly explored; 2) to build on the practicum component of the program; since ethical complexities underlie the daily realities of teaching, ethical issues, conflicts and moral dilemmas will be considered through the use of case studies describing practical situations. Cases may deal with ethical situations arising in such areas as professional relations with colleagues, implementation of administrative policies, curricular choice, student evaluation, discipline and the enforcement of school rules/norms, dealing with parents and the community; 3) to address the influence of the Ontario College of Teachers with specific emphasis on the Statement of Ethical Standards.

Psychological Foundations of Learning and Development EDU3506 (Course Weight 0.5)
This course focuses on the psychological principles of learning and development in childhood and adolescence, with particular emphasis on their relevance and application to schooling. Its goal is to introduce students to key psychological concepts, such as intelligence and motivation, and their interrelations with the diverse developmental characteristics of the learner. Students will also be encouraged to consider the independent and interactive roles of the student, the family, the school, and society in the learning process.

Religious Education Intermediate/Senior EDU1280 (Course Weight 1.0)
Primarily intended to prepare teachers of Religious Education in Roman Catholic secondary schools, the focus of the course is the discipline of Religious Education and not religious doctrine. This course examines contemporary theories and issues of pedagogy, analyzes present guidelines and support materials, and addresses teaching models and assessment practices relevant to the field of Religious Education.
Prerequisites: Five full university courses in Theology or Religious Studies.

School and Society EDU3508 (Course Weight 0.5)
This course will help teacher candidates develop a critical awareness of the intersections among schools, classrooms, communities, and society within the changing context of the learning environment. The course addresses the varieties of students who enter the classroom in terms of their diverse social origins, cultures, identities, and social status. The course helps new teachers understand the ways in which their professional work (inside and beyond the classroom) helps prepare these diverse students to be active participants in a changing society. It engages participants in an examination of the purposes of education, education policy, and of teachers' responsibility to work productively with school colleagues and other adults to achieve equitable access, experiences, and outcomes for all students.

School Change and the Learning Organization EDU5586 (Course Weight 0.5)
This course is a study of theory, research, and practice of The Learning Organization as the concept applies to change management in schools. The course will be taught in a seminar style, employing a variety of learning strategies including film, reading journals and individual and group reflection on the experience of participants in the class. Students will gain a critical appreciation of schools as complex organizational sites and of the application of contemporary management theories to problems of institutional change and professional development. The course will emphasize the centrality for teachers of developing both organizational and critical reflection skills to function effectively as agents for change in these turbulent times in the field of education.

Science
Candidates who select two Science teaching subjects must have a minimum of eight full university courses in the sciences and these must include the prerequisites for each of the selected Science teaching subjects.

✦ Science - Biology Intermediate/Senior EDU1470 (Course Weight 1.0)
Designed to prepare teachers of Science in the intermediate and senior divisions (grades 7-12), this course deals with the aims and expectations of the Ontario Science curriculum, with particular emphasis on the skills of lesson and unit planning, laboratory work and safety, classroom management in a lab setting, teaching strategies and assessment. The second half of this course provides an introduction to the pedagogical concepts, skills and resources needed for successful and effective teaching of the grade 11 and 12 Biology courses. The course also explores how Science, Technology, Society and Environment (STSE) perspectives can be integrated into Biology curriculum.
Prerequisites: Any five full university courses in Science, with four of those courses in the area of Biology.

✦ Science - Chemistry Intermediate/Senior EDU1470 (Course Weight 1.0)

Designed to prepare teachers of Science in the intermediate and senior divisions (grades 7-12), this course deals with the aims and expectations of the Ontario Science curriculum, with particular emphasis on the skills of lesson and unit planning, laboratory work and safety, classroom management in a lab setting, teaching strategies and assessment. The second half of this course provides an introduction to the pedagogical concepts, skills and resources needed for successful and effective teaching of the grade 11 and 12 Chemistry courses. The course also explores how how Science, Technology, Society and Environment (STSE) perspectives can be integrated into chemistry curriculum.

Prerequisites: Any five full university courses in Science, with four of those courses in the area of Chemistry.

✦ Science - General Intermediate EDU1301 (Course Weight 0.5)

This course is designed to prepare teachers of Science in the intermediate division (grades 7-10). It explores the teaching of selected units in all five strands from the Ontario Science and Technology Curriculum guideline. Attention is paid to the skills of lesson planning, laboratory techniques, teaching strategies, and assessment and resources, through workshops, lectures and lab activities.

Prerequisites: Three full university courses in Science.

✦ Science - General Intermediate/Senior EDU1300 (Course Weight 1.0)

Designed to prepare teachers of Science in the intermediate and senior divisions (grades 7-12), this course deals with the aims and expectations of the Ontario Science curriculum, with particular emphasis on the skills of lesson and unit planning, laboratory work and safety, classroom management in a lab setting, teaching strategies, and assessment. The second half of this course provides an introduction to the pedagogical concepts, skills and resources needed for successful and effective teaching of the grade 11 and 12 Physics, Biology and Chemistry courses. The course also explores how how Science, Technology, Society and Environment (STSE) perspectives can be integrated into the secondary curriculum.

Prerequisites: Any five full university courses in Science with a minimum of one full course in each of Biology, Chemistry, and Physics.

✦ Science - Physics Intermediate/Senior EDU1470 (Course Weight 1.0)

Designed to prepare teachers of Science in the intermediate and senior divisions (grades 7-12), this course deals with the aims and expectations of the Ontario Science curriculum, with particular emphasis on the skills of lesson and unit planning, laboratory work and safety, classroom management in a lab setting, teaching strategies and assessment. The second half of this course provides an introduction to the pedagogical concepts, skills and resources needed for successful and effective teaching of the grade 11 and 12 Physics courses. The course also explores how how Science, Technology, Society and Environment (STSE) perspectives can be integrated into Physics curriculum.

Prerequisites: Any five full university courses in Science, with four of those courses in the area of Physics.

Spanish - See International Languages

Teacher Education Seminar EDU6000 (Course Weight 1.0)

This course focuses on the connections among the candidates' professional courses, the practicum, and their personal experiences. The course provides opportunities for candidates to synthesize their learning in these areas in order to develop: an understanding of the process of becoming a teacher; a personal identity as a teacher, and a foundation for continuing professional growth as an individual and as a member of the teaching community.

In the Primary/Junior and Junior/Intermediate programs, the Teacher Education Seminar will focus on individual and collaborative processes (e.g., portfolio assessment, action research, computer conferences) that promote an integrated and informed understanding of teaching and learning through a variety of lenses, such as equity and diversity. Directed field experiences with contributions from educators in the partnership districts will be emphasized.

In the Intermediate/Senior program, the Teacher Education Seminar provides a context and reinforcement for studies undertaken in the professional courses and the practicum, including: principles of assessment and evaluation; effective learning environments and classroom management; special education; Standards of Practice for the teaching profession; and approaches both for promoting diversity and equity in school programs, and for addressing discrimination.

Teachers and School Law EDU5145 (Course Weight 0.5)
This course focuses on policy and legislation designed to manage and regulate our publicly-funded education system. The Ontario Education Act and Regulations provide a framework regarding the powers and responsibilities of school boards, teachers and principals. In recent years, the government has restructured the education system in Ontario. In addition to navigating through major components of the legislation, the course will examine negligence and liability issues, student records and confidentiality, the changing role of school principals, documenting teacher performance,the Internet in a school context and dealing with problem parents. The recent introduction of the Safe School Act, 2000 will provide an opportunity to critically assess measures to be taken to ensure a responsible and respected school environment. In addition, the course will examine constitutional aspects of education in the context of conducting a search of a student, independent student publications and the off-duty conduct of teachers.
NOTE: This course will be taught at the Faculty of Law.

Teachers' Work: Classrooms, Careers, Cultures and Change EDU5121 (Course Weight 0.5)
This course will draw upon sociological perspectives and techniques to study the work situation of teachers. Teachers will be considered as individuals, in their classroom roles, as colleagues in workplace cultures, and as members of an occupation. These topics will be set as the context of the social role of education and of contemporary social and educational issues and debates.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Teaching in French Immersion EDU5552 (Course Weight 0.5)
This course will help teacher candidates develop the skills, knowledge and dispositions expected of beginning French immersion teachers at the primary, junior, intermediate and senior levels. We will focus on: 1) methods and techniques for content-based teaching in immersion; 2) integrating the formal aspects of French language teaching (grammar, vocabulary, pronunciation) into content-based, immersion teaching; 3) integrating culture, strategy training, language awareness into immersion curricula. Candidates will be involved in reflective and active learning. This course is offered in French.
Prerequisites: Five full university courses in French and demonstrated proficiency in all aspects of communicative competence in French. An extended stay in a francophone milieu is highly recommended for non-native speakers of French.
NOTE: This course does not lead to teaching certification for FSL.

Teaching Literature: The Perspectives of Writer and Reader EDU5531 (Course Weight 0.5)
This course, taught by a prize-winning novelist, will explore the relationship between writing and reading fiction. The first part will include the study of how writers write, and enter the writer's perspective to consider some of the elements of fiction: character, plot, emotion, and dialogue. Classroom approaches will be constructed that enable students to discover how to handle these elements in their own writing. The second part will consider reading as illuminated by the practice of writing. We will study a Shakespeare play, a nineteenth century novel, a modern teenage novel, and some short stories by Alice Munro. The course will draw on psychological and literary research on how people respond to fiction, and create together a theory of the teaching of literature for intermediate and senior school students.
NOTE: Open only to Intermediate/Senior candidates.

The Origins of Modern Schooling II: Problems in 19th and 20th Century Education History EDU5134 (Course Weight 0.5)
This course traces the historical emergence, development and coming of age of a modern schooling system in North America. Recognizing that the unfolding of a universal, compulsory and publicly funded system of schools in North America did not take place in a vacuum, the course is careful to place the evolution of schools and schooling into the context of the major social, economic and political forces which shaped and are continuing to reshape our modern era. In addition to exploring how schools and the school support structure evolved through the 19th and 20th centuries, this course will also discuss how and if the schools reflect and serve the societies of which they were and are a part.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Theories and Practices of Alternative Education and Schooling EDU5527 (Course Weight 0.5)
Through an Analysis of various theoretical works on alternative education and their implementation, teacher candidates will explore the history and continued viability of non-traditional approaches to pedagogy, curriculum design and the structure and content of schooling. The course will include presentations by teachers, students,

parents and community members involved with various alternative programs and visits to selected program sites. Both elementary and secondary alternative programs will be studied.

Visual Arts Intermediate EDU1011 (Course Weight 0.5)
Lectures, seminars, studio workshops, action research, and guest speakers will enable candidates to expand their understanding and appreciation of visual arts experiences, and gain confidence in their ability to deliver appropriate and challenging studio, art history, critical thinking, and aesthetics activities at the senior elementary or junior secondary level (grades 7 to 10). Topics include: art education philosophy; implementing Ontario Ministry of Education curriculum policy and expectations; instructional methods and strategies; authentic assessment and practical evaluation strategies; artistic growth and adolescent development; design concepts; curriculum integration; lesson and unit planning; health and safety practices; managing art materials and the classroom environment; and use of community resources.
Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent.
NOTE: Candidates must have studio-oriented experience.

Visual Arts Intermediate/Senior EDU1010 (Course Weight 1.0)
Lectures, seminars, studio workshops, action research, and guest speakers will enable candidates to expand their understanding and appreciation of visual arts experiences, and gain confidence in their ability to deliver appropriate and challenging studio, art history, critical thinking, and aesthetics activities at the secondary level. Topics include: art education philosophy; implementing Ontario Ministry of Education curriculum policy and expectations; instructional methods and strategies; authentic assessment and practical evaluation strategies; artistic growth and adolescent development; design concepts; media arts and technology; lesson and unit planning; health and safety practices; managing art materials and the classroom environment; use of community resources; and the teacher's personal artistic development.
Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent.
NOTE: Candidates must have studio-oriented experience.

Women, Diversity and the Educational System EDU5140 (Course Weight 0.5)
This course will investigate the changing situation of women in society and the implications for girls' and women's education, with particular attention to classroom climate, educational programs and curricula. Girls' and women's experiences of racism, socio-economic oppression and homophobia will be central to our discussions. Within those topics, we will examine issues of power and responsibility, concerns about physicality and sexuality, and experiences of harassment and violence, as well as recent practical initiatives towards woman-centered, anti-racist education in schools, universities and the community.
NOTE: Admission to this course is by permission of the instructor. This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Writing, Reading, Talking and Learning: Discourse Relationships in the Classroom EDU5123 (Course Weight 0.5)
This course is for teachers interested in language practices - both oral and written - in middle school/secondary classrooms. We will examine language on several levels: as an instrument for learning and making sense of new knowledge, giving "voice" to learners, building communities, social, cultural and gendered conditions, and cultivating newcomers into particular disciplines. Class readings, the language of and in our class and classrooms represented through text and video (such as the British Oracy Project tapes and student learning logs) will support our inquiries and lead toward (re)conceiving a theoretical framework for structuring language practices and strategies in schools.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Youth Popular Culture and Schooling EDU5556 (Course Weight 0.5)
This course attempts to characterize the complex world of social problems in which teachers and students learn. We will explore the experiences of youth sub-cultures drawing from raves, house, and heavy metal parties; the use of techno, rap, hip-hop and reggae music sub-cultures; drugs, fashion and its relationship to anorexia; and the relationship between youth in shopping malls and school hallways. Also to be explored is the role of the media; how it has imagined or constructed youth as a particular community with shared interests, and how young people resist these stereotypes in school, families, and communities creating independent representations of their own lives.

Technological Studies

✦ Bachelor of Education

✦ Diploma in Technical Education

Ontario Teachers' Certificate of Qualification (O.T.C. of Q.)

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers and who meet all requirements of the program, may be recommended to the Ontario College of Teachers for a Certificate of Qualification (O.T.C. of Q.). This qualifies the holder to teach technological subjects in the Intermediate and Senior divisions of Ontario schools.

Bachelor of Education Degree and Diploma in Technical Education

The **Bachelor of Education** degree will be awarded to candidates who hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, and who successfully complete a program leading to an Ontario Teachers' Certificate of Qualification, with qualifications in Technological Studies. An approved degree must include at least 15 full-year courses or equivalent.

The **Diploma in Technical Education** will be awarded to candidates who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

However, the **Bachelor of Education** degree will be awarded to holders of the Diploma in Technical Education who, subsequent to receiving this Diploma, submit to the Registrar of OISE/UT proof of having been granted an approved degree from a university whose accreditation is acceptable to the University of Toronto. Only those who received the Diploma in Technical Education after 1975 are eligible for the Bachelor of Education degree.

Technological Studies Areas

"Technological education has moved away from a trade-specific focus to one of integration and the development of transferable skills." This is reflected in the consolidation of areas within technological studies into seven "**broad-based technology**" areas. The descriptions are derived from the "Curriculum Guideline: Broad-based Technological Education" prepared by the Ministry of Education in 1995.

The seven broad-based technology areas are:

1. Communications Technology

Includes the study of live, recorded and graphic communications.

2. Construction Technology

Includes the study of residential, commercial, industrial, recreational and other built environments, including the systems required to maintain and service them.

3. Hospitality Services

Includes the study of tourism and guiding, travel and accommodation, food preparation and serving, and other hospitality issues.

4. Manufacturing Technology

Includes the study of product design, process and production planning, manufacturing processes, and quality control.

5. Personal Services

Includes the study of health care, personal care, child care, and geriatric care.

6. Technological Design

Includes the in-depth study of a variety of design processes that may be used in solving technological challenges in the fields of architecture, communications technology, construction, manufacturing, electronics and transportation. It also includes the development of industrial and commercial products and services, and health, safely and environmental systems.

7. Transportation Technology

Includes the study of land, air and marine transportation from the point of view of personal transportation, mass transit systems, and the transportation of freight and other objects.

Admission Requirements

All applicants who satisfy the admission requirements outlined in this section will be considered for admission. Preference will be given to those applicants who have a relevant three-year diploma or equivalent from a Polytechnical Institute or a College of Applied Arts and Technology or a relevant current Ministry of Training, Colleges and Universities Trade Certificate of Qualification (C of Q)

OISE/UT reserves the right to refuse applicants whose qualifications may fall within the scope of an area of broad-based technology, but which pertain to such a narrow or specialized skill-set as to make these qualifications unsuited for the broad-based technology curriculum of Ontario schools. Similarly, qualifications based on obsolete technology may not be considered.

Applicants must meet all four of the following admission requirements:

1. Ontario secondary school graduation, or its equivalent.

2. An acceptable level of proficiency in oral and written English. (See pages 68 - 70).

3. One of:

   a) five years of skilled full-time wage-earning business or industrial experience in the Technological Studies area for which you are applying (see page 39);

   OR

   b) a combination of post-grade 12 education related to the Technological Studies area for which you are applying, and skilled full-time business or industrial experience totalling at least five years. The latter must include at least two years of skilled full-time wage-earning experience in the selected Technological Studies area of which no fewer than sixteen months must have been spent in continuous employment;

   OR

   c) at least 3700 hours of skilled wage-earning experience and successful completion of a post-secondary education program acceptable to the Ontario College of Teachers and which includes at least 24 months (6 semesters of full-time study) of academic studies related to the Technological Studies area for which you are applying. This wage-earning experience need not be continuous employment.

4. Competence in one Technological Studies area at both the basic and related advanced level. Please refer to the list of areas on page 39. See also the section on page 41 concerning the Technical Proficiency Examination. Broad-based skills related to the selected Technological Studies area, evidence of ongoing training and computer literacy are also considered.

Documentation

Each applicant must submit the following:

1. A completed Ontario Universities' Application Centre (OUAC) TEAS application form with the required application and service fees attached (submitted to the Application Centre in Guelph, Ontario).

2. A completed Technological Studies Profile. (TSAP applicants must also include the TSAP Supplementary Information Form.)

3. Official transcripts from secondary school showing high school courses and proof of high school graduation.

4. Official transcripts from a College of Applied Arts and Technology, a Polytechnic Institute and/or University where applicable. If a transcript does not clearly indicate the type of diploma/degree received and the date received, a photocopy of the actual diploma must be submitted.

5. Skilled wage-earning experience documented in a manner acceptable to OISE/UT.

   NOTE:

   a) Work experience must be skilled, in a formalized employment situation and in the specific Technological Studies area.

   b) To be considered "skilled", work experience must have been undertaken after completion of a formal and defined period of training and skills acquisition in the specific Technological Studies area. Typically, work experience is considered to be "skilled" after acquisition of competence in the specific Technological Studies area.

   c) Skilled wage-earning experience must involve the actual provision of services or the creation of an end-product using skills within the specific area of broad-based technology.

   d) Skilled wage-earning experience must be at the journeyman level as it relates to a trade license or a Certificate of Qualification.

e) If transcripts of a diploma or degree have been submitted in order to fulfill a combination of skilled wage-earning experience and academic requirement, the work experience must be completed after the academic program was completed.
f) Teaching experience is not considered "skilled wage-earning experience" as intended here.
g) Involvement in regulatory oversight of activities within a broad-based technology area is not considered "skilled wage-earning experience" as intended here.
h) Applicants from outside Canada should have some Canadian skilled wage-earning experience.

6. Documented proof of competence, and of formal training and skills-acquisition prior to the beginning of skilled employment, through one of the following:

a) A Ministry of Training, Colleges and Universities Certificate of Qualification (C of Q) accompanied by a Certificate of Apprenticeship (C of A) and the details of the examination showing at least **70% (B)** standing in the Technological Studies area for which certification is sought. The C of Q must be accompanied by details of the examination showing final mark **and** a copy of the Certificate of Apprenticeship (C of A). Photocopies are acceptable.
b) A degree or a three-year diploma, supported by an official transcript, from a College of Applied Arts and Technology, a Polytechnic and/or University showing proof of concentrated study (a minimum of 5 full courses) in the Technological Studies area for which certification is sought.
c) A two-year diploma from a College of Applied Arts and Technology, supported by an official transcript, showing proof of concentrated study (a minimum of 5 full courses) in the Technological Studies area for which certification is sought and with an **overall B-range** average in the program.
d) Candidates who do not have a Ministry of Training, Colleges and Universities Certificate of Qualification (C of Q) and have not completed a program of at least two years' duration at a College of Applied Arts and Technology, a Polytechnic Institute and/or University, relevant to the specific Technological Studies area, must submit detailed evidence of equivalent training which occurred prior to the commencement of skilled employment.

NOTE: Proof of competence in the chosen Technological Studies area will be determined in our admissions evaluation. However, OISE/UT reserves the right to require accepted candidates to successfully pass a **Technical Proficiency Examination** (TPE). If necessary, candidates will be tested on the fundamental principles, operations, processes and skills of the Technological Studies area in which certification is sought. The Technological Studies Coordinator will provide further information during the first month of the program.

7. Evidence of an acceptable level of proficiency in oral and written English as described in the OISE/UT Teacher Education English Language Proficiency Policy (see pages 68 - 70).

Additional Information

a) Applicants should be aware that assessment of work experience, skilled training, and academic credentials by OISE/UT is for admissions purposes only. The Ontario College of Teachers is not obliged to accept our assessments and will make its own evaluation for certification purposes.
b) Documentation in a language other than English or French must be accompanied by an official government translation or a translation supported by a declaration sworn before a Notary Public or Commissioner of Oaths attesting to the correctness of the translation. Photocopies of documents will not be accepted unless accompanied by the original, for our verification, and supported by a sworn statement.
c) Applicants who receive an offer of admission will be also required to submit the following:
   - A photocopy of a certificate of change of name, where applicable.
   - A photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.
   - Satisfactory evidence of freedom from tuberculosis before registration (required by the Ontario College of Teachers). (See page 4 for details.)
d) Criminal record screening is required for certification by the Ontario College of Teachers. (See page 3 for details.)

Applications are available at: www.ouac.on.ca/teas

Further information is available from:
OISE/UT Registrar's Office
Initial Teacher Education Admissions Unit
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-926-4701
E-mail: admissions@oise.utoronto.ca
Website: www.ro.oise.utoronto.ca

Program of Study

The Technological Studies program consists of seven components (A-G following), for a total of 5.0 Course Weights. Candidates must successfully complete all seven components of the program in order to be recommended for the Bachelor of Education degree or the Diploma in Technical Education, and the Ontario Teachers' Certificate of Qualification.

In addition to the regular September to June delivery, there is also the **Technological Studies Apprenticeship Program (TSAP)**, designed to attract highly skilled trade persons representing teaching subjects in technological studies which are in short supply.

TSAP, when offered, is delivered in two compressed modules, with possibly three different schedules as detailed below, for starting and completing the program:

a) The academic modules in two consecutive Summer Sessions, with the Practicum and Internship in the intervening months.
b) The academic modules in the Summer and Fall Sessions; the Practicum also in the Fall Session; and the Internship to follow in the Winter Session.
c) The academic modules, the Practicum and the Internship in the Winter and Summer Sessions.

TSAP candidates will be required to successfully complete the first academic module before proceeding to the second academic module, the Practicum or Internship.

A) Curriculum and Instruction
(Course Weight 2.0)

Two Technological Studies Curriculum and Instruction courses are required of all candidates:

ETS1040 Curriculum Development for Technological Studies (1.0)
ETS1010 Principles and Methods of Teaching Technological Studies (1.0)

B) Teacher Education Seminar
(Course Weight 1.0)

The Teacher Education Seminar (EDU6000) is required of all students. The Seminar links their experiences across the program, emphasizes professional growth and provides specialized components for secondary candidates.

C) Psychological Foundations of Learning and Development
(Course Weight 0.5)

The Psychological Foundations of Learning and Development course (EDU3506) is required of all students and focuses on psychological principles of learning and development, key concepts such as intelligence and motivation, diversity among learners and interrelations among the learner, the family, the school, and society in relation to learning.

D) School and Society (Course Weight 0.5)

The School and Society course (EDU3508) is required of all students and emphasizes relationships among schools, classrooms, community and society; the diversity of classrooms; teachers' professional work; educational policy and the purposes of education.

E) Related Studies (Course Weight 0.5)

The elective Related Studies courses allow students to pursue individual interests and deepen or broaden their knowledge and skills. (Please see pages 22 - 23 for the list of Related Studies courses.)

F) Practicum (Course Weight 0.5)

The Practicum (EDU4010) is required of all students and consists of two main components: 1) orientation to schools, with a focus on school culture and school community; and 2) classroom practice.

Locations of Practicum Assignments

School Boards

Dufferin-Peel Catholic District School Board
Durham District School Board
Durham Catholic District School Board
Halton District School Board
Halton Catholic District School Board
Hamilton-Wentworth District School Board
Hamilton-Wentworth Catholic District School Board
Peel District School Board
Simcoe County District School Board
Toronto Catholic District School Board
Toronto District School Board
York Catholic District School Board
York Region District School Board
*Kawartha Pine Ridge District School Board
*Peterborough Victoria Northumberland and Clarington Catholic District School Board
*Upper Grand District School Board
*Wellington Catholic District School Board

* **NOTE:** Second Practicum session only

All Practicum placements are made through the School-University Partnerships Office. Under no circumstances should candidates make their own arrangements with schools.

G) Internship (Course Weight 0.0)

The Internship is required of all students and consists of field-based experience. It allows students to deepen and broaden their skills and knowledge in terms of the Ontario College of Teachers' Standards of Practice for the teaching profession.

Course Descriptions

Course Weights/Hours

- ✦ one full course (1.0) = a minimum of 72 contact hours
- ✦ one half course (0.5) = a minimum of 36 contact hours

NOTE: Courses are listed in alphabetical order. Please see pages 23 - 38 for descriptions of the Related Studies courses.

Curriculum Development for Technological Studies ETS1040 (Course Weight 1.0)

This course is an introduction to the theory and practice of curriculum development for Broad-Based Technology programs in secondary schools. The course uses a constructivist approach to promote integrated learning and broad-based technology approaches through activities that lead to the development of unit plans, a course of study, a project outline, a student learning module and a course portfolio. Thematic and project-based strategies are used to address the learning expectations outlined in curriculum guidelines and policy documents and provide a variety of student learning styles, teaching approaches, and assessment and evaluation strategies. Shop safety and workplace safety are themes infused throughout the course.

Internship

The Internship consists of field-based experience. It allows students to deepen and broaden their skills and knowledge in terms of the Standards of Practice for the teaching profession developed by the College of Teachers.
NOTE: Course number and course weight are not applicable to the Internship.

Practicum EDU4010 (Course Weight 0.5)

The practicum consists of two main components: 1) orientation to schools, with a focus on school culture and school community; and 2) classroom practice related to the candidates specific program. Teacher candidates are assigned, during Fall and Winter practicum sessions, to schools or other settings approved by the Ontario College of Teachers, for a minimum of fifty days of combined observation and practice related to these components. As well, candidates may be involved in additional field activities connected to their program through the year.

Principles and Methods of Teaching Technological Studies ETS1010 (Course Weight 1.0)

This course is an introduction to the methodology and processes of facilitating learning in the Broad-Based Technological Education classroom. The course will provide opportunities to apply pre-instructional planning, instruction and classroom management skills, ongoing and post-instructional assessment and evaluation strategies. Emphasis is on course activities that will focus on teaching and learning theories, the dynamics of team and group learning, and the development of written and oral communication skills. Course activities include lesson planning, team practice teaching, report writing, seminar presentations, and the development of video and print student learning modules.

Psychological Foundations of Learning and Development EDU3506 (Course Weight 0.5)

This course focuses on the psychological principles of learning and development in childhood and adolescence, with particular emphasis on their relevance and application to schooling. Its goal is to introduce students to key psychological concepts, such as intelligence and motivation, and their interrelations with the diverse developmental characteristics of the learner. Students will also be encouraged to consider the independent and interactive roles of the student, the family, the school, and society in the learning process.

School and Society EDU3508 (Course Weight 0.5)

This course will help teacher candidates develop a critical awareness of the intersections among schools, classrooms, communities, and society within the changing context of the learning environment. The course addresses the varieties of students who enter the classroom in terms of their diverse social origins, cultures, identities, and social status. The course helps new teachers understand the ways in which their professional work (inside and beyond the classroom) helps prepare these diverse students to be active participants in a changing society. It engages participants in an examination of the purposes of education, education policy, and of teachers' responsibility to work productively with school colleagues and other adults to achieve equitable access, experiences, and outcomes for all students.

Teacher Education Seminar EDU6000
(Course Weight 1.0)

This course focuses on the connections among the candidates' professional courses, the practicum, and their personal experiences. The course provides opportunities for candidates to synthesize their learning in these areas in order to develop: an understanding of the process of becoming a teacher; a personal identity as a teacher, and a foundation for continuing professional growth as an individual and as a member of the teaching community.

The Teacher Education Seminar provides a context and reinforcement for studies undertaken in the professional courses and the practicum, including: principles of assessment and evaluation; effective learning environments and classroom management; special education; Standards of Practice for the teaching profession; and approaches both for promoting diversity and equity in school programs, and for addressing discrimination.

Master of Arts in Child Study and Education

Master of Arts

The Child Study and Education Program is based at the Institute of Child Study, a centre of professional teacher training and research in childhood and education, including a laboratory school.

The core assumption of this graduate teacher education Program is that successful teaching involves an understanding of how children's capacities, concerns, and behaviour change with age; how children's individual differences tend to reflect developmental changes; and how children's social and physical environments influence their development.

Our aim is to introduce students to educational and developmental theory and research that is relevant to educational settings, showing how this research can inform classroom practice. Students also learn how to objectively study children, including both practical assessment and formal methods of inquiry. These areas of knowledge must be combined with knowledge of effective teaching methods and teaching environments so that educational practices can build on children's current levels of development.

The Program is offered in two streams: two-year, and one-year for ICS diploma graduates who hold an Ontario Teacher's Certificate of Qualification.

Two-Year Degree Program

The two-year M.A. is a unique, research-based teacher education program. Eligible graduates are recommended to the Ontario College of Teachers for an Ontario Teachers Certificate of Qualification. **This qualifies the holder to teach in the primary and junior divisions of Ontario Schools.** Graduates are also recommended for Part 1 of the three-part qualification in Primary Education. Graduates will be eligible for Part 2 of the three-part qualification in Primary Education following one year's successful teaching experience as attested by the appropriate supervisory officer.

During their first year, students will complete 4 six-week half-day placements in classrooms, including kindergarten/early childhood, grade 1-3, and grade 4-6, plus at least one other six-week placement. A fifth placement is optional for those who would like more experience. In their second year of study, students will complete a 3.5-month full-time internship in an elementary classroom.

Students who may wish to teach in the Roman Catholic Separate Schools of Ontario are required to take a religious education certificate course in addition to their regular electives. The course is offered by the Catholic Office of Religious Education. Students interested in this option should inform the Program secretary during registration.

Two further options may be elected:

✦ Special Education, Part 1

Students wishing to be eligible for Part 1 of the three-part qualification in Special Education will complete at least one six-week placement in a special education setting in their first year of study. They will elect courses HDP2280H (Introduction to Special Education and Adaptive Instruction) and, in their second year, HDP1285H (Psychology and Education of Students with Learning Disabilities) or another approved special education course.

✦ Qualifying Research Paper

Students planning further graduate study in the foreseeable future are advised to consider a Qualifying Research Paper (QRP). They need to find a QRP supervisor (Program staff are committed to supervising a total of at least ten QRPs a year), elect course HDP1209H (Research Methods and Thesis Preparation in Human Development and Applied Psychology) in their first year of study, and elect a research group or independent study course as part of their second year of study while working on their QRP.

As it is difficult to complete **both** the Special Education Part 1 and a QRP within the context of 16 half-courses, additional half-courses may be taken in the Summer Session between the first and second years.

NOTE: Successful completion of a QRP does not guarantee enrolment in a doctoral degree program within HDAP. Students must submit an applicaion for the doctoral degree program.

Admission Requirements

Admission to the two-year M.A. normally requires preparation equivalent to a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better**. In addition, applicants are expected to have experience working with groups of children, preferably in responsible positions. Selected candidates will be interviewed in most cases.

Applicants should include the following information **in addition** to the standard application requirements:

1. one or two professional references from places where the applicant has worked with children
2. a list of all experiences working with children, their duration, and whether they were on a paid or volunteer basis
3. the Statement of Intent including information about prior work with children and research interests regarding children that have led to an interest in this Program

Because candidates are applying to a teacher education program they also need to submit the following items with their application:

1. a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
2. a photocopy of a certificate of change of name where applicable
3. satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers).

NOTE:

- Satisfactory evidence of freedom from active tuberculosis will also be required at the beginning of the second academic year.
- A criminal record report is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program.
- Applicants to the Ontario College of Teachers must write and pass the Ontario Teacher Qualifying Test.

Degree Requirements

The two-year M.A. is comprised of the equivalent of 16 half-courses, including practica, and is normally undertaken on a full-time basis.

First Year Courses

In addition to two elective half-courses, the following required courses are to be taken:

HDP2200 Child Study: Observation, Evaluation and Reporting
HDP2201 Childhood Education Seminar and Practicum
HDP2210 Introduction to Curriculum

NOTE: Students without undergraduate courses in child development must take HDP1201 (Child and Adolescent Development) as one of their electives.

Second Year Courses

In addition to one elective half-course, the following required courses are to be taken:

HDP2211 Theory and Curriculum I: Language and Literacy
HDP2212 Theory and Curriculum II: Mathematics
HDP2230 Designing Educational Programs

Internship Term

In addition to one elective half-course, the following required courses are to be taken:

HDP2202 Childhood Education Seminar II: Advanced Teaching
HDP2221 Advanced Teaching Practicum (full course)

In addition, students must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is contingent upon successful completion of all first year work.

One-Year Degree Program

This degree program is offered only to students who hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education from the University of Toronto and who already hold an Ontario Teacher's Certificate of Qualification. The one-year M.A. is intended to further develop an academic-inquiry oriented approach to children and learning. The program will also provide good preparation for students who may be interested in pursuing further graduate study.

Admission Requirements

In addition to the admission requirements stated previously for the two-year degree program, applicants to the one-year M.A. must also hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education from the University of Toronto.

Degree Requirements

The one-year M.A. is comprised of eight half-courses and may be undertaken on a full- or part-time basis. At least four half-courses must be within HDAP. The required courses are:

HDP2211 Theory and Curriculum I: Language and Literacy
HDP2212 Theory and Curriculum II: Mathematics and Science

The remaining courses are electives. For students who may be interested in further graduate study, it is strongly recommended that they include as part of their elective courses a course in research design and measurement and a course in statistics, plus complete a Qualifying Research Paper (QRP) that includes empirical field work.

For application information and forms, visit the Registrar's Office website: www.ro.oise.utoronto.ca/

If you require further information, contact:
OISE/UT Registrar's Office
Graduate Studies Unit
252 Bloor Street West, Room 4-485
Toronto, Ontario, Canada M5S 1V6
Telephone: 416-923-6641, Ext. 2663
Telephone: 1-800-785-3345
Fax: 416-323-9964
E-mail: gradstudy@oise.utoronto.ca

Course Descriptions

HDP2200Y Child Study: Observation, Evaluation and Reporting

A course designed for students to learn the skills and knowledge fundamental to a developmentally oriented systematic study of children. This is done through observing, recording, interpreting, and reporting in a professional manner the behaviour and development of children in diverse practice and research settings. A range of methods from direct observation to standardized testing will be surveyed. The role of the practitioner as critical inquirer will be emphasized.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.

HDP2201Y Childhood Education Seminar and Practicum

A seminar examining the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory. This seminar draws on the students' experiences from practicum placements. Students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of an associate teacher on site and an academic staff member at the Institute of Child Study. There are two practicum sessions, each providing 144 hours of practicum experience in 2, six-week, half-day blocks.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.

HDP2202H Childhood Education Seminar II: Advanced Teaching

This seminar will provide for discussion of topics and issues that emerge during the students' internship (HDP2221Y Advanced Teaching Practicum) and that relate to employment preparation.

HDP2210Y Introduction to Curriculum

This full-year course provides an introduction to the basic curriculum areas with an extended focus on the Early Years (JK/SK) and on Grades 1-6 Language & Literacy, Mathematics & Science. The Arts (Music, Drama, Dance), Physical Education, Social Studies and Technology are taught as special sessions and are also integrated with other curriculum areas. The learning expectations of the Ontario Curriculum form the basis for the study of the techniques and the role of the teacher in designing and implementing curricula across the early childhood, primary and junior levels.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.

HDP2211H Theory and Curriculum I: Language and Literacy

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of communications (speaking, listening, reading, writing). The practical problems of curriculum design are informed by theoretical considerations of children's linguistic development from infancy onwards, and of the differences between oral and written language.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.

HDP2212H Theory and Curriculum II: Mathematics
A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of mathematics. The practical issues are informed by theoretical considerations of children's cognitive development from infancy onwards, particularly the ways in which implicit knowledge becomes explicit, and naive theories become formalized.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.

HDP2221Y Advanced Teaching Practicum (Pass/Fail)
Second year Child Study and Education students carry out a single practicum placement called an internship during either the Fall or Winter term for a total of 320 practicum hours. Supervised by a mentor teacher on site and a staff member from the Institute of Child Study in an assigned setting from preschool through grade six, students have an opportunity to consolidate developing skills and attitudes as they apply their teaching skills.
NOTE: This course is open only to students in the M.A. in Child Study and Education program.

HDP2230H Designing Educational Programs
An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.

Master of Teaching in Human Development and Curriculum

The Departments of Curriculum, Teaching and Learning, and Human Development and Applied Psychology offer a two-year Master of Teaching (M.T.) degree in Human Development and Curriculum. Upon successful completion of this Program, students will be awarded a Master of Teaching degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools. The cooperating departments contribute courses, provide facilities and provide supervision for graduate research. Students are admitted to the Program through either of the two departments.

The Human Development and Curriculum Program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The Program provides students with a strong conceptual grounding in human development, cognitive psychology, educational technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves to enhance and extend the theoretical and practical experiences of students preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers.

Admission Requirements

Applicants are admitted under SGS general regulations. Applicants must have the equivalent of a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better** in the final year. In their Statement of Intent, applicants should describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. Final selection will be made based on an interview by a panel of faculty, teachers and students. Given the limited number of spaces in this Program, not all eligible applicants can be admitted.

Applicants apply for admission to this Program through either the Department of Curriculum, Teaching and Learning or the Department of Human Development and Applied Psychology, but not both. Admission and degree requirements for the M.T. program are the same for both departments. Because applicants are applying to a teacher education program, they also need to submit the following items with their application:

a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
b) a photocopy of a certificate of change of name where applicable
c) satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers).

NOTE:

- Satisfactory evidence of freedom from active tuberculosis is required at the beginning of each academic year.
- A criminal record report is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program.
- Applicants to the Ontario College of Teachers must write and pass the Ontario Teacher Qualifying Test.

For application information and forms, visit the Registrar's Office website: www.ro.oise.utoronto.ca/

If you require further information, contact:
OISE/UT Registrar's Office
Graduate Studies Unit
252 Bloor Street West, Room 4-485
Toronto, Ontario, Canada M5S 1V6
Telephone: 416-923-6641, Ext. 2663
Telephone: 1-800-785-3345
Fax: 416-323-9964
E-mail: gradstudy@oise.utoronto.ca

Concentrations

Applicants must select **one** of the following concentrations:

- **Primary/Junior** (junior kindergarten to grade 6).
- **Junior/Intermediate** (grades 4 to 10).

Applicants to the Junior/Intermediate concentration must select **one** teaching subject from the following list:

English (First Language)
Prerequisites: Two full university courses in English

French (Second Language)
Prerequisites: Five full university courses in French as well as written and spoken proficiency demonstrated through tests administered at the time of admission

Geography
Prerequisites: Two full university courses in Geography

Health and Physical Education
Prerequisites: No prerequisites are required

History
Prerequisites: Two full university courses in History

Mathematics
Prerequisites: Two full university courses in Mathematics

Music - Instrumental
Prerequisites: Two full university courses in instrumental Music or demonstrated proficiency in brass, winds and strings

Music - Vocal
Prerequisites: Two full university courses in Music or appropriate background in Music

Science-General
Prerequisites: Three full university courses in Science. Only Science-General is offered at OISE/UT

Visual Arts
Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Degree Requirements

The two-year M.T. degree is composed of the equivalent of 16 half-courses (13 core and 3 electives), including practica, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program of study in order to graduate and receive the M.T. degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Core Courses

First Year Core Courses

CTL1019H	Authentic Assessment
CTL7000Y	Curriculum and Teaching
CTL7003H	Conceptual Basis for Methods of Teaching in Primary/Junior or Junior/Intermediate Classrooms
HDP2288H	Reflective Teaching and Analysis of Instruction
HDP7004Y	Practicum in Schools

Second Year Core Courses

CTL1011H	Anti-Discriminatory Education in School Settings
CTL7001H	Collaboration, Curriculum, Community and Teaching
HDP1201H	Child and Adolescent Development
HDP2280H	Introduction to Special Education and Adaptive Instruction
HDP7005Y	Practicum Internship

Elective Courses

The three electives are normally selected from graduate courses offered at OISE/UT. The choice of electives is contingent upon the approval of the student's faculty advisor.

Core Course Descriptions

CTL7000Y Curriculum and Teaching

An introduction to education techniques and the role of the teacher in implementing, evaluating and designing mathematics and literacy curricula for students in grades K to 10. Additionally, the course explores methods for curriculum planning and development including practical assessment strategies.
NOTE: This course is normally open only to students in the M.T. program.

CTL7001H Collaboration, Curriculum, Community and Teaching

This course will enable students to analyze the interrelated conditions that shape the classroom context specifically and educational change generally. The impact of community and collaboration upon the curriculum and role of the teacher are studied in detail. Topics include cooperative learning, parental participation, and the influence of collegial relationships with students, parents, community, government and social business agencies upon the classroom and the school.
NOTE: This course is normally open only to students in the M.T. program.

CTL7003H Conceptual Basis for Methods of Teaching in Primary/Junior or Junior/Intermediate Classrooms

This course examines the conceptual basis underlying teaching methods, problems, and issues related to curricula in the Primary and Junior Divisions (Junior Kindergarten to Grade 6) or Junior and Intermediate Divisions (Grades 4-10). Instruction is given in general methods and specific approaches to teaching, specifically in science, social studies, and the arts (drama, music, visual arts and physical education. Junior/Intermediate students will specialize in one of the subject areas listed in Schedule A of Regulation 184 of the Education Act. Opportunities to observe and participate in the activities of the elementary school classroom will be provided to consolidate conceptual understanding and develop skills in the applied delivery of curriculum.

NOTE: This course is normally open only to students in the M.T. program.

CTL1011H Anti-Discriminatory Education in School Settings

In this course we will identify spaces in which we find discrimination in education - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-discriminatory educational work in school settings. Emphasis in the course will be placed on integrating theory and practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice.

CTL1019H Authentic Assessment

In this course candidates will formulate a personal policy on student assessment, develop authentic assessment tools appropriate to their teaching assignments, and assess the quality of authentic assessment strategies. Particular attention will be given to performance assessments, portfolios, self-evaluation, cooperative assessment, student beliefs and attitudes toward assessment, measurement of affective outcomes and professional standards for evaluating student assessment practices.

HDP1201H Child and Adolescent Development

This course addresses factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. As well, preventative and remedial phases of mental health are examined.

HDP2280H Introduction to Special Education and Adaptive Instruction

A critical analysis of current issues related to philosophy, practice, administration, integration and inclusion, and instructional and classroom adaptations.

NOTE: This course is intended primarily for Child Study and Education students, School and Clinical Child students and M.Ed. students with an interest in adaptive instruction and special education. Others must seek the permission of the instructor to register. This course is not appropriate for students who already have a background in special education.

HDP2288H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to classroom-based assessment and remediation of generic learning skill deficits in diverse student populations. Discussion of instructional and assessment methodologies will be followed by experience applying these methodologies to various content areas in the curriculum.

HDP7004Y Practicum in Schools

This course provides supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Students are placed in partnership schools in public and separate school systems and in other settings. Students are under the joint supervision of a field teacher on site and an academic staff member at OISE/UT. The practicum provides a minimum of 30 days of field experience.

NOTE: This course is normally open only to students in the M.T. Program.

HDP7005Y Practicum Internship

Students are placed in partnership schools in public and separate school systems and in other settings. Students are under the joint supervision of field teachers on site and an academic staff member at OISE/UT. The practicum provides a minimum of 80 days of field experience as junior staff members within school settings.

NOTE: This course is normally open only to students in the M.T. Program.

Other Programs of Interest to Prospective Teachers

This listing is for general information only. For official program descriptions and application information, please consult the calendars of the divisions concerned.

Faculty of Arts and Science

University of Toronto at Mississauga (UTM)

Exceptionality in Human Learning

The four year specialist undergraduate degree program provides a good preparation for applicants to the OISE/UT Bachelor of Education degree program or the Master of Arts in Child Study and Education degree program (for kindergarten to grade 6).

Mathematics Education

OISE/UT and the University of Toronto at Mississauga have agreed to a partnership to enhance the preparation of secondary school teachers of mathematics. Students in the undergraduate degree program at the University of Toronto at Mississauga will enrol in the program during their third year.

During their fourth year, students will take a special mathematics course designed to be good preparation for students wanting to pursue a career in teaching and will participate in a field experience in a secondary school working with a mentor teacher. Their work at OISE/UT will build upon their prior learning.

The Early Teacher Project

A four year undergraduate degree program in science and mathematics leading to admission to the OISE/UT Bachelor of Education degree program. Students in this project take a UTM Science Education course which includes science pedagogy in elementary and secondary schools. While completing their undergraduate credits, students in this project are assisted by a UTM placement officer in gaining necessary experiences in Mississauga schools prior to their acceptance into the B Ed. degree program.

University of Toronto at Scarborough (UTSC)

The Early Teacher Project

A four year undergraduate degree program in the Physical Sciences and in French Language Education leading to admission to the OISE/UT Bachelor of Education degree program.

Faculty of Music

Music Education

A four year undergraduate degree program in music education which provides a good preparation for music applicants to the OISE/UT initial teacher education degree programs.

School of Physical and Health Education

Physical and Health Education

A four year undergraduate degree program which provides a good preparation for physical and health education applicants to the OISE/UT Bachelor of Education degree program. Prospective teachers should pay particular attention to the "Preparation for Teaching Option".

Teachers' Associations of Ontario

Ontario College of Teachers/L'Ordre des enseignantes et des enseignants de L'Ontario

121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: 416-961-8800
Telephone: 1-888-534-2222 (within Ontario)
Fax: 416-961-8822
E-mail: info@oct.on.ca
Website: www.oct.on.ca

L'Association des enseignantes et des enseignants franco-ontariens (AEFO)

681, Chemin Belfast
Ottawa, Ontario K1G 0Z4
Téléphone: 613-244-2336
Téléphone: 1-800-267-4217
Télécopieur: 613-563-7718
Télécopieur: 1-800-609-7718
Courriel: aefo@aefo.on.ca
Site web: www.franco.ca/aefo

Elementary Teachers' Federation of Ontario (ETFO)

480 University Avenue, Suite 1000
Toronto, Ontario M5G 1V2
Telephone: 416-962-3836
Telephone: 1-888-838-3836
Fax: 416-642-2424
Website: www.etfo.ca

Ontario English Catholic Teachers' Association (OECTA)

65 St. Clair Avenue East, 4th Floor
Toronto, Ontario M4T 2Y8
Telephone: 416-925-2493
Telephone: 1-800-268-7230
Fax: 416-925-7764
Website: www.oecta.on.ca

Ontario Secondary School Teachers' Federation (OSSTF)

60 Mobile Drive
Toronto, Ontario M4A 2P3
Telephone: 416-751-8300
Telephone: 1-800-267-7867
Fax: 416-751-3394
Website: www.osstf.on.ca

Ontario Teachers' Federation (OTF)

1300 Yonge Street, Suite 200
Toronto, Ontario M4T 1X3
Telephone: 416-966-3424
Telephone: 1-800-268-7061
Fax: 416-966-5450
Website: www.otffeo.on.ca

Qualification Evaluation Council of Ontario (QECO)

1300 Yonge Street, 2nd Floor
Toronto, Ontario M4T 1X3
Telephone: 416-323-1969
Telephone: 1-800-385-1030
Website: www.qeco.on.ca

Fees

✦ Administrative User Fees
✦ Library Fees and Fines
✦ Tuition Fees

The University reserves the right to alter fees and other charges described in the Calendar. To be officially registered, tuition fees must be paid. Consult the University's fees website (*http://www.utoronto.ca/fees.htm*) for full details on the tuition fees and fees refunds.

1. The minimum first payment for the initial teacher education program, and outstanding payments for any previous session at the University of Toronto, must be made prior to registration in September or you may not be allowed to register. Students who have applied for OSAP assistance prior to May 31, and cannot pay the required fees before receiving their OSAP funds, may obtain a temporary deferment of fees.

2. The total fee for the session is assessed to your account at registration. If you have not paid the total amount of fees owing, service charges will be assessed as follows: all outstanding balances, regardless of source of payment, or when the course or program is held, are subject to a service charge of 1.5% per month compounded, first assessed on November 15th and on the 15th of each month thereafter (regardless of the day of the week on which the 15th falls) until paid in full.

3. Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. Notification of withdrawal must be made in writing to the Registrar.

4. International Students whose visa status in Canada changes during the session may be eligible for a fee adjustment under one of the approved provisions. To receive an adjustment you must report your status change and present supporting documents prior to October 31, in the first term and January 31 in the second term.

Administrative User Fees (2003/2004)

Advanced Standing Evaluations	58.00
Calendar for persons not registered in OISE/UT	4.00
Copy of record	15.00
Duplicate tax receipts	5.00
Faculty Service Fee	70.00
Final marks (replacement copy)	13.00
Late registration fee (plus $5.00 per day)	44.00
Letters/Forms of Confirmation	7.00
Official transcripts	9.00
Petition to re-read examination	36.00
(refundable if grade is changed in the student's favour)	
Re-instatement	61.00
Re-registration	24.00
Replacement of Calendar	4.00
Replacement of student/library card	12.00
Student System Access Fee (per session)	15.00
Supplemental examinations (per course)	70.00

Library Fees and Fines (2003/2004)

Damaged book or serial	45.00
Lost book	145.00
Lost bound serial	245.00
Lost unbound serial	75.00
Overdue fines	
• Books and serials (per day per item)	.50
• Short-term loan books and serials (per hour, per item)	.50
• Short-term loans beyond 24 hours (per day, per item)	7.50
• Reserved/Recall books and serials (after 7 days of notice)	2.00
• Software (per day, per item)	5.00

Bachelor of Education and Diploma in Technical Education

Tuition Fees (2003/2004)	$
Academic fee	
Domestic students	4,643.00
International students	12,485.00
Non-academic incidental/ancillary fees	
Domestic students	851.96
International students	851.96
University Health Insurance Program	
Domestic students	-----
International students	612.47
Total fee payable	
Domestic students	5,494.96
International students	13,949.43

Master of Arts in Child Study and Education

Tuition Fees (2003/2004)	$
Academic fee	
Domestic students	6,737.00
International students	13,157.00
Non-academic incidental fees	
Domestic students	705.62
International students	705.62
University Health Insurance Program	
Domestic students	-----
International students	612.47
Total fee payable	
Domestic students	7,442.62
International students	14,475.09

Master of Teaching in Human Development and Curriculum

Tuition Fees (2003/2004)	$
Academic fee	
Domestic students	6,737.00
International students	13,157.00
Non-academic incidental fees	
Domestic students	705.62
International students	705.62
University Health Insurance Program	
Domestic students	-----
International students	612.47
Total fee payable	
Domestic students	7,442.62
International students	14,475.09

Financial Assistance and Awards

NOTE: Master of Arts in Child Study and Education and Master of Teaching in Human Development and Curriculum candidates should also refer to the OISE/UT Graduate Studies Bulletin.

✦ Financial Assistance

Policy on Student Financial Support

The University of Toronto's Policy on Student Financial Support states, as a fundamental principle that "No student admitted to a program at the University should be unable to enter or complete the program due to a lack of financial means." This guarantee, which is implemented through the UTAPS program (see below) is designed to ensure that all students have access to the resources necessary to meet their needs as assessed by a common mechanism. This mechanism is based on the Ontario Student Assistance Plan (OSAP). The University of Toronto is unique among Canadian universities in providing this assurance of financial support.

Ontario Student Assistance Program (OSAP)

The Ontario Student Assistance Program (OSAP) provides needs-based financial assistance to Ontario residents who are Canadian citizens or permanent residents. Students in course loads of sixty per cent or greater are considered for both federal and provincial interest-free student loans to assist with educational and living expenses. The Ontario Student Opportunity Grant provides partial forgiveness of loans on an annual basis for students who have incurred large debt loads.

It is strongly recommended that students apply for OSAP assistance prior to May 31. Students from other Canadian provinces should apply through their provincial financial aid authority. Admissions and Awards can provide addresses and in many cases, application forms.

OSAP application forms can be accessed on-line at: http://osap.gov.on.ca

Further information may be obtained from:
Admissions and Awards
315 Bloor Street West
University of Toronto
Toronto, Ontario M5S 1A3
Telephone: 416-978-2190.
OR
OISE/UT Student Services Office
252 Bloor Street West, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca
Website: www.fcis.oise.utoronto.ca/~stuserv

Ontario Bursary for Students with Disabilities

Non-repayable assistance of up to $7,000 is available for OSAP recipients who have special education expenses as a result of a disability. Information and applications are available from Admissions and Awards. Detailed information on this program is also available on the OSAP website.

UTAPS (University of Toronto Advance Planning for Students)

Students are first expected to rely on OSAP assistance up to the level of the maximum OSAP loan. UTAPS is a University of Toronto program of financial support to students whose needs have not been fully met after receiving maximum government aid from OSAP. The University will provide assistance in the form of a non-repayable grant that covers the difference between OSAP-assessed need and the maximum allowable loan provided to the student. You are automatically considered for UTAPS if you apply for OSAP. Out-of-province students must fill out a special application form available from the Office of Admissions and Awards.

University of Toronto Work-Study Plan

This program is funded by the University and the Ministry of Training, Colleges and Universities and provides on-campus part-time employment to students with financial need. Students are expected to have applied to OSAP but

those with special circumstances may also be considered providing financial need can be demonstrated. Eligibility information and applications are available from Admissions and Awards.

OISE/UT Bursary

The OISE/UT Awards Committee offers non-repayable bursaries to students registered in the Bachelor of Education/Technological Studies program who demonstrate financial need. The Committee meets monthly throughout the year and students may apply for, and receive, more than one bursary during the year. Applications are available from the OISE/UT Student Services Office, Rm. 5-103. The bursary is intended to supplement the student's own resources, including government assistance. Students are expected first to apply for, and qualify for, an OSAP loan, although special circumstances are sometimes considered. If you are seeking financial counselling, or wish to discuss your personal circumstances in confidence, please make an appointment to see a counsellor in the OISE/UT Student Services Office.

✦ Special Bursaries

Christopher Parker Memorial Fund

This fund was established to provide a one-time grant to support full-time OISE/UT students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited, to students with hearing impairments.

Percy H. Taçon Memorial Bursary

This bursary, in the amount of $500, will be awarded annually to a student registered in the Visual Arts option of the B.Ed./O.T.C. of Q. Program. Recipients will be selected on the basis of financial need and demonstrated ability to make a significant contribution to the field of art education. Candidates must apply to the OISE/UT Awards Committee by November 1.

✦ Entrance Awards

The Borthwick-Duckworth Scholarship

One or more awards, to the value of the annual income of the endowment, will be granted by the OISE/UT Awards Committee to a person/persons admitted to the Bachelor of Education program at OISE/UT. Preference will be given to student(s) in financial need who have demonstrated academic ability and a liberal philosophy on social, political and religious issues, and who wish to teach in elementary or secondary schools.

M. Penelope Carter Award

One award, to the value of the annual income of the endowment, will be granted by the OISE/UT Awards Committee to a person admitted to the initial teacher education program in the Intermediate/Senior divisions who will enrol in English. The recipient must have graduated from the University of Toronto with high academic standing in a Specialist or Major Program in English. In addition, the demonstrated financial need of the applicant, especially as related to family responsibilities, will be considered. The value of this award is expected to be approximately $5,000.

The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted for the following academic year to the Intermediate/Senior Division in the teacher education program and who apply for this award. The application deadline is July 1.

The John J. Del Grande Scholarship

This scholarship is presented annually to a student entering the OISE/UT preservice program with Mathematics as a designated teaching subject and who has demonstrated academic excellence in Mathematics and a strong experience profile. The recipient must have earned a 4-year degree from an accredited university and have successfully completed at least 7 full university courses in Mathematics (including courses in Mathematics, Statistics or Computer Science).

Prof. Arthur Louden Memorial Entrance Scholarship in Science

One or more awards to the value of the annual income will be made by the OISE/UT Awards Committee to persons admitted to the Intermediate/Senior Division in the teacher education program who will enrol in Science and have best demonstrated high academic achievement in Biology or Chemistry or Physics, and have a desire to teach Science. The maximum value of each award is not more than $5,000.

The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted for the following academic year to the Intermediate/Senior Division of the teacher education program who have selected Science as a teaching subject and who apply for the award. The application deadline is July 1.

Dr. and Mrs. R. L. Peterson Memorial Entrance Award

One or more awards of $1000 each, up to the value of the annual income, will be awarded to a person(s) admitted to the Intermediate/Senior division of the OISE/UT Bachelor of Education Program who will enrol in Science (Biology, Chemistry, Physics or Science General) and who best demonstrate(s) a commitment to conservation and activities providing preparation for a career in teaching. Candidates must also have good academic standing and demonstrate financial need.

The recipient will be selected by the OISE/UT Awards Committee by August 1, from persons admitted for the following academic year to the Intermediate/Senior divisions of the teacher education program who have selected Science and Environmental Science as their teaching subjects and who apply for the award. The application deadline is July 1.

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education

One or more awards to the value of the annual income of the endowment (normally $200 - $250) will be granted by the OISE/UT Awards Committee to a person or persons admitted to the initial teacher education program in the Primary/Junior divisions who has best demonstrated academic achievement and a strong desire to teach children in the Primary/Junior grades.

The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted for the following academic year to the Primary/Junior divisions of the teacher education program and who apply for the award. The application deadline is July 1.

University of Toronto Vari Scholarships

One or more awards of not more than $10,000 will be made to persons admitted to the Intermediate/Senior divisions of the Bachelor of Education program. Applicants for the Vari Scholarship are expected to have good academic standing in a four-year degree and a strong Applicant Profile. Selection is also based on a letter of reference from a professor, performance on the GRE General Test, and performance on a competitive essay. To be eligible for the Vari Scholarship, applicants must have resided in Ontario for twelve months prior to the beginning of the term of study and demonstrate financial need.

Applications for the Vari Scholarship are available from the OISE/UT Registrar's Office, Initial Teacher Education Admissions Unit, during the application period for the Bachelor of Education program and must be submitted by the application deadline for the Bachelor of Education program.

✦ Awards of Honour

The staff and students of the initial teacher education program have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from those who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and OISE/UT. In addition, a fourth award recognizes an outstanding contribution to the life of OISE/UT. Unless otherwise noted, no application is required for any of the following awards.

Primary/Junior Award of Honour

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to the outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to the outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour

The staff and students of the initial teacher education program, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior program who most demonstrates 'outstanding qualities of scholarship, teaching ability, and character'.

Award for Outstanding Contribution to the Life of the Faculty

This award, in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974, is presented to a student who has demonstrated excellence in leadership and participation in the Councils and activities of the initial teacher education program. Nominations for this award may be made to the OISE/UT Awards Committee by staff and students by a deadline established each spring.

Arnolds Balins Award

This award is presented annually to a student of Geography in the initial teacher education program on the basis of academic standing, concern for others, perseverance, and qualities of leadership. (Approximate value: $500 - $600)

Mark A. R. M. Crowe Memorial Award

This award, honouring the memory of a gifted teacher will be given annually at the completion of the academic year. The recipient will be a student in the Intermediate/ Senior, History and/or Politics programs who best exemplifies the qualities of the late Mr. Crowe: compassion, dedication and excellence in teaching. The value of the award will be the annual income. (Approximate value: $500)

Robert Morrice Crowe Award

This award, established by Mrs. Irene Crowe, is given at the conclusion of the academic year to a Bachelor of Education student who has demonstrated excellence in teaching Music and Mathematics, and has been successful in being sensitive to the needs of his/her pupils. The value of the award will be the annual income. (Approximate value: $750)

James W. Fair Award in Elementary Education

This annual award will be made to a student in the Primary/Junior or Junior/Intermediate program who has made an outstanding contribution to the program and has displayed teaching proficiency, leadership, care and concern for others, full participation in the program and activities of OISE/UT, and an intention to pursue further study in education. (Approximate value: $900 - $1,000)

R. J. McMaster Award

This award was established by the friends and colleagues of Professor R. J. McMaster and is awarded annually to the outstanding student in the Intermediate/Senior English program at OISE/UT. (Approximate value: $50)

O. E. C. T. A. Award of Excellence

The Ontario English Catholic Teachers' Association has established this award of $200 and an O.E.C.T.A. pin for the student in the initial teacher education program who is an associate member of the O.E.C.T.A., has successfully completed the religious education course, and has demonstrated outstanding practice teaching and academic performance.

OISE/UT Commendation

This annual award, in the form of a certificate, is presented to individual students or groups of students for outstanding achievement during the academic year.

R. Darrel Phillips Award

This general proficiency award was established as a memorial to Professor R. D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of that Department. It is awarded annually to the student in the Technological Studies program who achieves the highest academic average. (Approximate value: $100 - $250)

P. A. Petrie Huron County Scholarship

This award will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the teacher education program (Mathematics and/or Science teaching option) at OISE/UT, University of Toronto. Preference will be given to a candidate who is a graduate of a Huron County secondary school. (Approximate value: $900 - $1000)

Alexander Pringle Seggie Award

The award will be made annually to the student in the initial teacher education program who shows the greatest all round achievement in academic standing, practice teaching and contribution to the program. (Approximate value: $600 - $650)

A. P. Seggie Memorial Award

The Ontario Business Education Association each year honours the outstanding candidate in Business Studies. The name of the recipient is placed on a plaque which was established in memory of Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974.

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)

This scholarship is awarded to a full-time student in the teacher education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration. (Approximate value: $750 - $850)

✦ Additional Qualifications Awards

Jeffrey Drdul Memorial Award in Special Education

Two awards, to the value of the annual income, will be made to two graduates of the OISE/UT Bachelor of Education Program who are continuing in an Additional Qualification course in Special Education at OISE/UT in the session immediately following the applicants graduation from the Teacher Education Program. Graduates with interest in Early Childhood Education, English as a Second Language, Science, Mathematics or Technology Education may also be considered. Application should be made to the OISE/UT Registrar's Office, Additional Qualifications Unit, Room: 4-485 by April 30. (Approximate Value: $1,000)

Jeffrey Drdul O.S.O.T.F. Memorial Award in Special Education

One or more awards, to the value of the annual income, will be made to graduates of the OISE/UT, Bachelor of Education program who are continuing in an Additional Qualification course in Special Education at OISE/UT in the session immediately following the applicants graduation from the teacher education program. Recipients will be selected on the basis of financial need and demonstrated ability to contribute to the field of special education. Application should be made to the OISE/UT Registrar's Office, Additional Qualifications Unit, Room: 4-485 by April 30. (Approximate Value: $700 - $800)

Morgan Parmenter Award in Guidance

One or more awards, to the value of the annual income, will be granted to graduates of the University of Toronto teacher education program who are continuing in an Additional Qualification course in Guidance at the University of Toronto in the session immediately following the applicants' graduation from the teacher education program. Recipients will be selected by the OISE/UT Awards Committee on the basis of financial need and demonstrated ability to contribute to the field of guidance and counselling. Application should be made to the OISE/UT Awards Committee by April 30. (Approximate value: $700 - $800)

Don Wright Scholarship in Vocal Music (The Changing Voice)

This scholarship is awarded to a full time student in the teacher education program who is academically eligible for admission to the Honour Specialist Additional Qualification course in Vocal Music or Vocal and Instrumental Music and who has a strong interest in developing young voices from grades 5 to 10. (Approximate value: $750 - $850)

✦ Institute of Child Study Awards

James Fair Bursary

Two bursaries of $500 each will be awarded to students in the Institute who have demonstrated financial need and who perform a service benefiting children in the Institute Laboratory School. The application deadline is September 30.

Margaret Kidd Award

The fund is designed to provide small grants (normally less than $100) to assist students at the Institute of Child Study in attending conferences that will enrich their professional education and their potential for participation and innovation in the care and education of young children.

Applications for grants are accepted in one Fall and one Spring competition. The competition is administered by the I.C.S. Leighton-McCarthy Committee, which acts as the Institute's scholarship and awards committee. Awards are based on the student's record, the relevance of the proposed conference to the education and care of young children, and plans to 'report back' on the conference to the I.C.S. community.

Preference is given to students in the second year of the Master of Arts in Child Study and Education program. Interested students should submit a one page proposal by October 15 or February 15 depending on the term in which they plan to attend a conference. The proposal should be given to the Chair of the Leighton-McCarthy Committee.

Leighton McCarthy Memorial Scholarship

$500 is awarded annually to a second-year student in the Master of Arts in Child Study and Education program. Selection is made by the Awards Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

✦ Award Winners 2002-2003

Primary/Junior Award of Honour
Michelle LaForme

Junior/Intermediate Award of Honour
Laurie Fraser

Intermediate/Senior Award of Honour
Jan Matejovic

Arnold Balins Award
Gillian Uy

The M. Penelope Carter Award
Rizwana Kaderdina

Mark Crowe Memorial Award in History and Political Science
Andrea Brozyna

The Robert Morrice Crowe Award in Music and Mathematics
Linda Park

OISE/UT Commendation
Cindy Bird
Sameena Eidoo
Jasmine Eliav
Barnabas Emenogu
Jody Farnsworth
Linda Green
Kumiko Inutsuka
Jaimie Kochberg
Concetta Morvillo
Joseph Mulongo
Stacey Ordon
Nathaniel Paul
Jason Price
Anna Reeves
Linda Steinman
Campus Option Music Day Committee
Democracy and Citizenship Conference Work Team
Graduate Students' Professional Development Group
ICS Yearbook Editorial Team
TPS Mentor Development Group

Jeffrey Drdul Memorial Award in Special Education
Manjit Mann
Meghan Russell

Jeffrey Drdul O.S.O.T.F. Memorial Award in Special Education
Jeffrey Hall

James W. Fair Award in Elementary Education
Meghan Russell

John J. Del Grande Scholarship
Michael A. Davies

The Professor Arthur Louden Memorial Entrance Scholarship in Science
Rawle Biran
Carla S. De Marco
Shabnam Khaja
Monique Meloche
Janne A. Quilty

O.E.C.T.A. Award of Excellence
Babara De Silva

The R. J. McMaster Award
Deborah Yuen

Morgan Parmenter Award in Guidance
Karla Faulconbridge

The Dr. and Mrs. R. L. Peterson Memorial Entrance Award
Lisa Fernandes
Rodney S. Handelsman
Erin Siska

The P. A. Petrie Huron County Scholarship
Kristine Martin

The R. Darrel Phillips Proficiency Award
Ruth Smith

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education
Gillian Perkins

A.P. Seggie Memorial Award - Business
Jennifer Rashotte

Don Wright Scholarship in Vocal Music (The Changing Voice)
Juliet Hess

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)
John Cheesman

University of Toronto Vari Scholarship
Marie Aragona
Catherine A. Bruce
Maria S. Chiu
Joel F. Gibson
Carolyn L. Gingerich
Giles A. Pinto

Student Services and Facilities

On the following pages is brief information about some of the student services and facilities available at OISE/UT and at the University of Toronto. OISE/UT students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided in the handbook, ***'Getting There'***. It describes the Career Centre, Hart House activities, the Athletic Centre, Legal Aid, Health Service, Housing Service, the International Student Centre, the work of the University Ombudsperson, and the services of the Students' Administrative Council (SAC), the Association of Part-time Undergraduate Students (APUS) and the Graduate Students' Union (GSU). Copies of the handbook are given to all students at registration.

OISE/UT Services and Facilities

Education Commons

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE/UT community. At the main campus and through field operations, in person and through electronic means, the Education Commons seeks to provide "one-stop-shopping" for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE/UT activity.

Students will have access to:

- A specialized collection in the field of education including:
  - •Extensive reference materials
  - •Over two thousand journal titles in the library and over 14,000 electronically-available journal titles
  - •Complete microfiche holdings of the ERIC document as well as online access to 1993+ documents in full text
  - •Materials on teaching the theory and methodology of curriculum from preschool through adult levels
  - •School board curriculum materials, textbooks and content resources used in Ontario schools
  - •A representative collection of children's literature
  - •A varied and extensive collection of computer software, videotapes, and other multimedia materials
- A collection of over 9.5 million items plus over 5 milllion microforms located in the numerous libraries of the University of Toronto Library System
- A wide range of Internet resources including remote library catalogues
- Reference assistance in accessing information on courses and research assignments
- Instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet
- A variety of computers that support standard productivity tools, specialized research software, and teaching/learning resources
- Face-to-face mediated learning opportunities and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology
- A variety of multimedia production and viewing resources, including support for telecommunication, interactive video and computer graphic
- Learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, email and the World Wide Web

Complete information on how the Education Commons and its staff can support your work at OISE/UT can be obtained from the websites listed below:

- **Education Commons**

Telephone: 416-923-6641 ext. 2763
Website: www.oise.utoronto.ca/ec

- **Library**

Telephones:
Circulation Desk: 416-926-4719
Reference Desk: 416-926-4718
Website: www.oise.utoronto.ca/ec/library

Graduate Students Association

The Graduate Students' Association (GSA) of OISE/UT is the official graduate student government at OISE/UT and is affiliated with the Graduate Students' Union of the university. All OISE/UT graduate students are members of the GSA. It is an advocacy group which lobbies on behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of OISE/UT.

Location: 252 Bloor Street West, Room 8-105
Telephone: 416-923-6641 ext. 4724
E-mail: gsa@oise.utoronto.ca

Indigenous Education Network (IEN)

The IEN is a self determining organization founded, within OISE/UT in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE/UT and a forum for discussion on issues relating to Aboriginal education and research. The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN. Co-chairs representing both faculty and students lead the IEN.

The IEN supports Aboriginal students and their study interests in education while at OISE/UT; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is comprised of Aboriginal students, alumni, and faculty in initial teacher education and graduate studies in all departments at OISE/UT plus non-Aboriginal faculty and students interested in Aboriginal education and research. The IEN invites interested faculty and students to participate in its network.

Location: 252 Bloor Street West, Room 7-191
Telephone: 416-923-6641 ext. 2286
E-mail: ien@oise.utoronto.ca
Website: www.oise.utoronto.ca/other/ien/ienpage.html

International Students

A special effort is made to welcome students from abroad and to meet their special needs. On one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

International Students' Association (ISA)

OISE/UT's International Students' Association (ISA) arranges "buddies" for incoming students from abroad; holds an orientation meeting and monthly luncheon meetings for academic and cultural exchange, and holds social and cultural events and activities. It works jointly with other organizations to serve international students interests and represents international students on committees and councils established at OISE/UT. It helps international students become inextricably woven into the fabric of the OISE/UT community. The ISA represents the international students' perspective on issues, concerns and problems that require a collective solution and looks into the specific needs of the international students. The ISA is also represented on the GSA General Council.

Location: 252 Bloor Street West, Room 8-107
Telephone: 416-926-4733
E-mail: isa@oise.utoronto.ca

Kidspace Daycare

Kidspace Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE/UT. Kidspace is licensed to care for a maximum of 24 children between the ages of 2 1/2 and 5 1/2. The children are cared for by qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Children wishing to attend Junior or Senior Kindergarten are accompanied to Huron Public School in the afternoon.

Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is sometimes available. Fee subsidies are available but must be applied for from the Metro Toronto Children's Services Department.

Location: 252 Bloor Street West, First Floor
Telephone: 416-926-4702.
Fax: 416-926-4725
E-mail: rrakoff@oise.utoronto.ca

OISE/UT Alumni Association

For information about the OISE/UT Alumni Association, please contact the Development and Alumni Affairs Office, located on the twelfth floor.

Contact: Office of Development and Alumni Affairs
Location: 252 Bloor Street West, Room 12-101
Telephone: 416-923-6641 ext. 2234

Research Consulting Service

The Department of Curriculum, Teaching and Learning provides a free consulting service to OISE/UT students and staff involved in research projects. Consultation topics may include research methodology, questionnaire design, data processing, graphics, qualitative analysis techniques, statistical procedures, software use, results writeup, etc. Short non-credit workshops are offered on research-related software: data entry, SPSS, and qualitative software packages. Appointments must booked in advance by calling the number above, while drop-in advice is available daily in the Education Commons lab #6 between 3:00 and 4:00 p.m. weekdays.

Head: Susan Elgie
Location: 252 Bloor Street West, Room 11-250
Hours: Drop-in advice - 3:00 to 4:00 p.m.
Monday to Friday in lab #6, Room 3-320
Telephone: 416-923-6641 ext. 2601
E-mail: resconsult@oise.utoronto.ca

Student Services Office (OISE/UT)

The primary purpose of the Student Services Office is to support and enhance the development of students as they proceed through their academic and professional training at OISE/UT. The Office provides individual student counselling on financial matters, loans and bursaries. In addition, special services to students with a disability are coordinated through this office.

Director: Louise Cowin
Manager: Allan Shatzky
Location: 252 Bloor Street West, Room 5-103
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca
Website: www.fcis.oise.utoronto.ca/~stuserv

University-wide Services and Facilities

Aboriginal Student Services and Programs - First Nations House

First Nations House, located in the Borden Building North at 563 Spadina Avenue, houses the Office of Aboriginal Student Services and Programs (OASSP), founded in 1992, and the Native Students Association. The House provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Leadership, spiritual growth and academic excellence is the motto of First Nations House.

First Nations House provides a home for Aboriginal people on campus, a place for the Native community in Toronto to interface with the university, and a place where the university community can learn about Native people.

Contact: The Office of Aboriginal Student Services and Programs
Location: First Nations House
563 Spadina Avenue, Third Floor
University of Toronto
Toronto, Ontario M5S 1A1
Telephone: 416-978-8227
Fax: 416-978-1893
E-mail: fnh.info@utoronto.ca

Accessibility Services for Students

The mandate of Accessibility Services is to facilitate the inclusion of students with disabilities and chronic health conditions into university life. Students first meet with an intake counsellor to discuss their individual needs. Where appropriate and for those eligible, students may then be referred to one of the professionals on staff, such as the Adaptive Equipment Consultant, Learning Disability Specialist, Psychologist or Occupational Therapist to establish strategies and determine accommodations for academic success. All discussions are confidential and information is disclosed only with permission of the student.

Location: Robarts Library
130 St. George Street, First Floor
Toronto, Ontario M5S 1A5
Telephone: 416-978-8060 (Voice)
T.D.D.: 416-978-1902
Fax: 416-978-8246
E-mail: disability.services@utoronto.ca
Website: www.disability.utoronto.ca

Accommodation and Cost of Living

The following figures represent the approximate costs for a single student living in Toronto for twelve months in 2003/04, excluding tuition:

Accommodation	$5,200
Books/Supplies	$600
Dental Insurance	$130
Food	$2,100
Health insurance (UHIP) (international students)	$612
Household expenses	$1,000
Local transportation	$900
Recreation/Entertainment	$1,100
Workshops and other fees	$650
Personal and miscellaneous	$1,200
TOTAL	**$13,492**

Housing

The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date on-campus and off-campus housing as well as other information a student might need to assist in locating and arranging suitable student housing.

The Student Housing Service provides brochures on the legal rights and responsibilities of landlords and tenants, city and campus maps, transit information, as well as lists of temporary housing, independent residences and childcare facilities near campus, moving companies, and food services.

✦ Single Student Residence

Residences for single, graduate and undergraduate students are located on all three campuses of the University. You should contact the residence directly to inquire about application.

✦ Family Housing

The St. George campus has two high-rise buildings that provide unfurnished apartments to full-time University of Toronto students with families.

✦ Off-Campus Housing

The Student Housing Service maintains a registry of housing ads for students which are posted daily. You should begin your search about three weeks prior to your intended date of occupancy. Landlords rarely advertise more than two months prior to the occupancy date. Usually it should take two to four weeks to find suitable accommodation.

NOTE: Since off-campus accommodation is not inspected, the quality cannot be estimated or guaranteed. Therefore it is very important for students to meet with the landlord and inspect the premises before entering any agreement.

Students needing more information regarding their student housing options should contact the Student Housing Service at:

✦ St. George Campus

Location: Koffler Student Services Centre, 2nd floor
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8045
Fax: 416-978-1616
E-mail: housing.service@utoronto.ca
Website: http://eir.library.utoronto.ca/studenthousing/

✦ **Erindale Campus:** 905-828-5286
✦ **Scarborough Campus:** 416-287-7365

Career Centre

The Career Centre is dedicated to helping students; graduates and undergraduates, and recent alumni (up to 2 years) map out the career path best suited for them and putting them in touch with work opportunities. A personalized, student-centred web site provides 24-hour access to thousands of part-time, summer, full-time employment and volunteer listings. Students can also sign up online for career development workshops as well as industry focused career panels, resumes critiques, practice interviews and same day counselling. The Centre's Career Resource Library contains valuable information on career development, further education and employment. Students who have narrowed down their career options can participate in the Extern Program or Career Connections where they shadow or speak with someone working in a career area of interest. Graduate students pursuing academic careers are encouraged to register with the Graduate Dossier Service; a depository for confidential application material.

Location: Koffler Student Services Centre
214 College Street,
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8000
Website: www.careers.utoronto.ca

Community Safety Coordinator

The Community Safety Coordinator is responsible for coordinating ongoing education and outreach initiatives directed at improving personal safety and security on campus. The position also involves case management and police liaison on behalf of persons reporting violence, and the coordination of the University's personal safety programs. The Coordinator works closely with the complementary services provided by other equity officers, faculty and staff associations, various campus groups and the Office of Student Affairs.

Location: 21 Sussex Avenue, 2nd Floor
Toronto, Ontario M5S 1J6
Telephone: 416-978-1485
Website: www.utoronto.ca/communitysafety/

Family Care

The Family Care Office provides information, guidance and referral services to students who require child care (facilities, programs, or subsidies), elder care and assistance with other family matters. Additional services consist of support groups, a fathers' group and a series of workshops, including Choosing Child Care that Works for Your Family and Financial Survival for Student Families. The Family Care Office maintains a resource centre containing practical material on family issues ranging from pregnancy and infant care to lesbian and gay parenting and caring for elderly family members. The resource centre also contains information on activities and facilities for University families on campus and in the community.

Location: Koffler Student Services Centre
214 College Street, Main Floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-0951
Fax: 416-946-5466
E-mail: family.care@utoronto.ca
Website: www.library.utoronto.ca/familycare

Hart House

All OISE/UT students are automatically members of Hart House. Come in and enjoy a wide variety of social, cultural and athletics programs - indoor track, swimming pool, Nautilus circuit, fitness and instructional classes, remarkable art gallery, fantastic music and free concerts, great debates and 30+ clubs and committees from bridge to yoga. All in one magnificent building that is open to welcome you 365 days a year. Travel to Hart House Farm in the Caledon Hills.

Enjoy fresh food in the Arbor Room, an excellent lunch or Sunday brunch in the Gallery Grill, book an event or meeting (the catering service is unsurpassed), or simply find a quiet place to read or relax. Make Hart House your 'home away from home'.

Location: 7 Hart House Circle
Toronto, Ontario M5S 3H3
Telephone: 416-978-2452
Website: www.utoronto.ca/harthouse

Health Services

Medical and psychiatric services are available at the University Health Services, Koffler Student Services Centre, 214 College Street. The Medical Clinic also offers its services to spouses or partners. Sports injury services are under the auspices of the Department of Athletics and Recreation.

All students need health insurance coverage - for example, OHIP, other provincial plans, CIDA, Commonwealth, UHIP, or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. The University Health Insurance Plan (UHIP) is compulsory for international students. Please contact the International Student Centre (see below) for UHIP information.

Location: Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone:

- Medical Clinic, 416-978-8030
- Psychiatric Division, 416-978-8070
- Sports Injury, 416-978-7376

E-mail: health.services@utoronto.ca
Website: www.utoronto.ca/health

International Student Centre (ISC)

All members of the university are invited to use the facilities and services of the Centre and take part in ISC programs. Services especially for international students include a reception service and orientation events for newcomers and ongoing assistance with a variety of non-academic concerns (e.g. immigration, health insurance-UHIP, tax). ISC also organizes socio-cultural activities such as trips, cultural evenings, international days, English conversation classes, etc. Other services include:

counselling and assistance with problems arising from cultural differences and information about work or study opportunities abroad.

Location: 33 St. George Street
Toronto, Ontario M5S 2E3
Telephone: 416-978-5646
E-mail: isc.information@utoronto.ca
Website: www.library.utoronto.ca/www/isc/

Lesbian, Gay, Bisexual, Transgendered, Queer Resources and Programs Office

The Office of LGBTQ Resources & Programs at the University of Toronto develops and implements initiatives that strive to foster positive learning and working environments for LGBTQ identified students, staff and faculty. Programming, research, education, professional development, and outreach address concerns and celebrates queer sexual identities and diversities.

Location: Koffler Student Services Centre
214 College Street, Room 302
Toronto, Ontario M5T 2Z9
Telephone: 416-946-5624
Fax: 416-971-2037
E-mail: lgbtq.resources@utoronto.ca
Website: http://lgbtq.sa.utoronto.ca

Race Relations and Anti-Racism Initiatives Office

Established as a permanent office in January 1993, the Race Relations and Anti-Racism Initiatives Office serves the three campuses of the University under a mandate that includes responsibility for dealing with discrimination and harassment on the basis or race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.

Location: 21 Sussex Ave.
Toronto, Ontario M5S 1J6
Telephone: 416-978-1259
Fax: 416-946-8296
Website: www.library.utoronto.ca/www/equity/rrr.htm

Sexual Harassment Office

Sexual harassment is unwanted sexual attention and includes any unwelcome pressure for sexual favours, or any offensive emphasis on the sex or sexual orientation of another person which crates an intimidating, hostile or offensive working or learning environment. The Sexual Harassment Office deals with complaints under the University's Policies and Procedures: Sexual Harassment. The policy covers complaints of harassment based on sex or sexual orientation, sets out a formal resolution procedure and provides for mediation, counselling and public education. Members of the university may also contact the office on an informal basis for information or assistance in resolving an issue. Calls to the office, and the complaints procedure itself, are confidential.

Location: 40 Sussex Avenue, 3rd floor
Toronto, Ontario M5S 1J7
Telephone: 416-978-3908
Fax: 416-971-2289
Website: www.utoronto.ca/sho

Status of Women Office

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women.

The mandate of the Status of Women Office encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the identification and removal of systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude.

The responsibilities of the Status of Women Office include working toward gender equity by addressing changes in policies, practices and attitudes; working through education and advocacy to create an environment free of sexism and heterosexism; advising the President and other senior administrators on issues and concerns relating to the status of women; and identifying critical issues of concern to women at the University and organizing appropriate initiatives to respond.

The Status of Women Office website has event listings and information on issues and topics of interest to women at the University of Toronto.

Location: Simcoe Hall, Room 109B
27 King's College Circle,
Toronto, Ontario M5S 1A1
Telephone: 416-978-2196
Fax: 416-971-2295
E-mail: status.women@utoronto.ca
Websites: http://status-women.utoronto.ca
OR www.library.utoronto.ca/equity/women.html

Policies and Regulations

NOTE: Students should consult the website **<www.utoronto.ca/govcncl/pap/alphapol>** for full details on the following policies and for additional Policies and Regulations governing graduate and undergraduate studies at the University of Toronto, e.g.:

- Policies and Principles for Admission to the University of Toronto
- Access to Official Student Academic Records
- Code of Behaviour on Academic Matters (which includes offences such as plagiarism)
- Code of Student Conduct

English Language Proficiency Policy

NOTE: This policy relates to the Bachelor of Education and Diploma in Technical Education/Ontario Teachers' Certificate of Qualification Program only. Master of Arts in Child Study and Education and Master of Teaching in Human Development and Curriculum candidates should refer to the OISE/UT Graduate Studies Bulletin.

English is the language of instruction for all initial teacher education courses at OISE/UT, with the exception of some Modern Language Education courses. Consequently, to be successful in these courses and in the Practicum and the Internship, candidates must demonstrate a high degree of proficiency in both oral and written English.

As well, successful candidates receive certification to teach in schools where English is the language of instruction, and where the primary obligation of the elementary and secondary school teacher is to meet the needs of the learner. To do this effectively the teacher must be able to communicate effectively in English, the students' language of instruction. OISE/UT is committed to producing graduates who possess strong English language skills to meet these needs, and who will also be competent and effective role models in the use of oral and written English.

Thus, all applicants to the Bachelor of Education and Diploma in Technical Education/Ontario Teachers' Certificate of Qualification Program, as well as Ontario College of Teachers' Special Students applying for Additional Qualification Courses for Educators, are required to give evidence of their oral and written proficiency in English.

A. Acceptable Levels of Proficiency in English

For Applicants To The Diploma In Technical Education Program

All students applying for admission to the Diploma in Technical Education/Ontario Teacher's Certificate of Qualification Program, must satisfy one of the following criteria:

a) their mother tongue or first language is English
OR
b) they have studied full-time for at least four years (or equivalent) in an English language school system located in a country where the first language is English
OR
c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iv) which follows.

For Applicants To The Bachelor of Education Degree Program

All students applying for admission to the Bachelor of Education/Ontario Teacher's Certificate of Qualification Program must satisfy one of the following criteria:

a) their mother tongue or first language is English
OR
b) they have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English
OR
c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iv) which follows.

For Ontario College of Teachers Special Students Applying For Additional Qualification Courses for Educators

All teachers seeking Ontario Certification who have been directed by the Ontario College of Teachers to take professional courses at a faculty of education, and who apply for Additional Qualification Courses for Educators to complete such requirements, must satisfy one of the following criteria:

a) their mother tongue or first language is English
OR

b) they have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English
OR

c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-v) which follows.

B. Acceptable Tests and Required Scores

NOTE: All tests must have been taken within the 3 years prior to the date of application to the OISE/UT Teacher Education programs.

i) An official statement of results of **TOEFL** (Test of English as a Foreign Language) for either the new computer based test or the previous paper-based test. These two tests, although equivalent, use different grading scales.

Applicants who take the computer based test must submit an official statement of results showing a minimum score of 250, and also have a minimum Essay Rating Score of 6.0, as well as the **TSE** (Test of Spoken English), with a minimum score of 55.

Applicants who have taken the paper based test must submit an official statement of results showing a minimum score of 600, and the **TWE** (Test of Written English), showing a minimum score of 6.0, as well as the **TSE** (Test of Spoken English), showing a minimum score of 55.
OR

ii) An official statement of results of **IELTS** (International English Language Testing System) showing an overall band score of 7 and no band score of less than 5.
OR

iii) An official statement of results of **MELAB** (Michigan English Language Assessment Battery), showing a score of 92 and also the Oral Interview component, showing a rating of 4.
OR

iv) An official statement of the results of **TOP** (Test of Oral Proficiency) showing a minimum score of 7.0 and **TOW** (Test of Written Proficiency) with a minimum score of 3.0.
OR

v) An official statement of the results of the **University of Toronto, School of Continuing Studies' English Language Academic Preparation Course** completed at the 600 Level with a grade of at least 'B'.

C. Deadline for Submitting Evidence of English Language Proficiency

The deadline for submitting evidence of oral and written proficiency in English will be the same as the deadline for submitting transcripts and the Applicant Profile to OISE/UT for the respective Bachelor of Education and Diploma in Technical Education/Ontario Teacher's Certificate of Qualification Program application/admission cycle. In the case of applicants for Additional Qualification Courses for Educators, the deadline would be that which is published for each session.

D. Testing Agency Information

Information about the content of tests, test dates, test requirements and applicable fees may be obtained from:

1. TOEFL (Test of English as a Foreign Language)
TWE (Test of Written English)
TSE (Test of Spoken English)
Educational Testing Service, P. O. Box 6151
Princeton, New Jersey, U.S.A. 08541-6151
Telephone: 609-921-9000
Website: www.toefl.org

2. IELTS (International English Language Testing System)
University of Cambridge Local Examinations Syndicate
1 Hills Road
Cambridge, U.K. CB1 2EU
Website: www.ielts.org/index.html

Applicants may also contact their nearest British Council Office. The only **North American IELTS** test site is at Conestoga College of Applied Arts and Technology in Kitchener, Ontario. Information regarding scheduling for IELTS at this location may be obtained by contacting the IELTS Administrator at 519-748-5220 ext. 603.

3. MELAB (Michigan English Language Assessment Battery)
English Language Institute
Testing and Certification Division
3020 North University Building
The University of Michigan
Ann Arbor, Michigan, U.S.A. 48109-1057
Telephone: 313-764-2416/763-3452
E-mail: melabelium@umich.edu
Website: www.isa.umich.edu/eli/melab.html
OR
The Toronto MELAB Test Centre
New College, Room 2045
University of Toronto
Toronto, Ontario M5S 2Z3
Telephone: 416-946-3942

4. TOW (Test of Written Proficiency)
TOP (Test of Oral Proficiency)
429 Danforth Avenue - Box 462
Toronto, Ontario M4K 1P1
NOTE: This is a mailing address only
Telephone: 416-962-2673
E-mail: info@copetest.com
Website: www.copetest.com

5. The University of Toronto, School of Continuing Studies, English Language Academic Preparation Course
Telephone: 416-978-5104
Fax: 416-971-2839
E-mail: carolyn.bercu@utoronto.ca
Website: http://learn.utoronto.ca/esl/news.asp

Applicants who feel that they require further information concerning our English Language Proficiency requirement may wish to contact:

OISE/UT Registrar's Office
Initial Teacher Education Programs
Admissions Unit, Room 4-455
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-926-4701
Fax: 416-923-7834
E-mail: admissions@oise.utoronto.ca

Grading Practices - Bachelor of Education and Diploma in Technical Education Programs

NOTE: Grading Practices for the following programs are printed in the calendars specific to each of those programs and are also available from: www.ro.oise.utoronto.ca

- ✦ Graduate Studies in Education
- ✦ Additional Qualification Courses for Educators

A. Evaluation Procedures - Courses

1. During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:
   i) a list of all assignments, with due dates;
   ii) the weighting factor or percentage allotment for each course requirement;
   iii) statement on the procedure used to determine final grades;
   iv) a description of the format and nature of the final examination (where applicable).
2. After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the students enrolled in the course. Any change shall be reported to the Dean (or designate).
3. Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students with time for its discussion.
4. Student performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.
5. For each course at least one piece of term work which is a part of the evaluation of a student's performance, whether essay, lab report, review, etc., shall be returned to the student prior to the last date for withdrawal from the course without academic penalty.
6. Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.
7. All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies and, when necessary, may require that the grades as submitted be reconsidered. OISE/UT has the final responsibility for assigning the official course grade.

B. Evaluation Procedures – Practicum

The evaluation of student performance in the Practicum will include the following:

1. A formal statement describing the evaluation process, including the criteria to be used in assessing the performance of students and the appeal mechanisms available. This statement will be available to all students before the beginning of the first Practicum session.
2. A formative (interim) performance evaluation with written documentation for each Practicum session with feedback to the student.
3. Written documentation of the summative (final) evaluation of the Practicum session.

C. Evaluation Procedures – Internship

The evaluation of student performance in the Internship will include the following:

1. A formal statement describing the criteria to be used in determining if the requirements of the Internship have been completed successfully, and the appeal mechanisms available. This statement will be available to all students before the beginning of the Internship.

2. Written documentation of the successful completion of the Internship.

D. Conditions for Final Standing

1. Students will be evaluated on all seven components of the program:
   - Curriculum and Instruction
   - Teacher Education Seminar
   - Psychological Foundations of Learning and Development
   - School and Society
   - Related Studies
   - The Practicum
   - The Internship

2. i) Grades in the Curriculum and Instruction subjects, Teacher Education Seminar, Psychological Foundations of Learning and Development, School and Society, and Related Studies, will be reported in the Refined Letter Grade Scale of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.
   ii) Grades in the Practicum will be reported on the summative evaluation form as Pass or Fail. On the student's grade report and transcript, however, a final Pass grade will be recorded as a Credit (CR) and a final Fail grade will be recorded as a No Credit (NCR).
   iii) Completion of the Internship requirement will be reported as "Successfully Completed" or "Unsuccessful" on the grade report and transcript.

3. The relationship among the letter grade scale, the grade meanings, the scale of numerical marks and the grade point value for all components of the program, excluding the Internship, is as follows:

i) Grade Scale for Courses

Letter Grade	Grade Meaning	Scale of Numerical Marks	Grade Point Value
A+		90 - 100%	4.0
A	Excellent	85 - 89%	4.0
A-		80 - 84%	3.7
B+		77 - 79%	3.3
B	Good	73 - 76%	3.0
B-		70 - 72%	2.7
C+		67 - 69%	2.3
C	Adequate	63 - 66%	2.0
C-		60 - 62%	1.7
D+		57 - 59%	1.3
D	Marginal	53 - 56%	1.0
D-		50 - 52%	0.7
F	Inadequate	0 - 49%	0.0

ii) Grade Scale for the Practicum

Letter Grade	Grade Meaning
CR (Credit)	Pass
NCR (No Credit)	Fail

iii) Internship

Does not have a grade scale

4. A grade assigned in a course is not an assessment of standing within the program. To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Certificate of Qualification (Ontario College of Teachers), a student must attain:

   i) a minimum of a **D-** grade in each course in the following components of the program:
      - Curriculum and Instruction
      - Teacher Education Seminar
      - Psychological Foundations of Learning and Development
      - School and Society
      - Related Studies

   ii) a minimum of **an overall C+ average (2.3 GPA)** in five components:
      - Curriculum and Instruction
      - Teacher Education Seminar
      - Psychological Foundations of Learning and Development
      - School and Society
      - Related Studies

      The overall average will take into account course weights.

   iii) a Credit **(CR)** in the Practicum.*

   iv) successful completion of the Internship.**

*A student must receive a **Pass** in each scheduled Practicum session (includes all summative evaluations). A student who receives a **Fail** in one Practicum session may be given the opportunity of earning a **Pass** in an additional Practicum session prior to the Internship, subject to review and approval by the Practicum Office. This opportunity will be given only once. A student who receives a **Fail** in more than one session of the Practicum will receive a final grade of **NCR (No Credit)** for the Practicum component of the program and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education nor for the Certificate of Qualification (Ontario College of Teachers).

**A student who does not successfully complete the Internship may be given another opportunity to complete this program requirement within the next academic year subject to review and approval by the Practicum Office.

E. Supplemental Privileges

1. Students not satisfying the Conditions for Final Standing may be granted supplemental privileges by the Dean's Review Committee.

2. Supplemental privileges granted in E.3 and E.4 below are limited to a combined total of two courses irrespective of the credit value of the course.

3. A student may be granted supplemental privileges in a course in which an **F** has been received. There are no supplemental privileges for a final grade of **NCR** in the Practicum component of the program nor for an unsuccessful Internship.

4. A student who receives a final grade of **C, C-, D+, D or D-** in a course may be granted supplemental privileges in that course if the student's overall average in the program is less than a **C+ (2.3 GPA)**.

5. A supplemental privilege may take the form of an examination or another method of satisfying the requirements of the course or program as determined by the Dean's Review Committee.

6. The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the student's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree or the Diploma in Technical Education and the Certificate of Qualification (Ontario College of Teachers).

7. No student will be permitted to take more than twice any final examination, or part thereof, for any degree, diploma or certificate listed in the Calendar, except by permission of the Appeals Committee of the Council of the Faculty.

F. Student Access to Examination Papers

1. Copies of final examination papers for the preceding academic year are available in the OISE/UT Education Commons/Library. These are available for review by students upon request. In some cases instructors may be granted an exemption from filing an examination paper. Exemptions may be granted by the Dean (or designate). In those cases, an exemption notice will be filed in place of the copy of the examination.

2. A student has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A student also has the right to review his or her examination, with a representative of the Elementary or Secondary Program setting the examination. A fee covering administrative costs and copying costs (where applicable) will be levied and must be paid prior to the review.

G. Withdrawals

A student may withdraw from the Bachelor of Education degree or Diploma in Technical Education program without academic penalty on or before March 31. If a completed "Withdrawal from the University" form is submitted to the Registrar before the official deadline, the designator **WDR** (withdrawn without academic penalty) will be entered on the student's academic record. A student who withdraws without notifying the Registrar, in writing, will be assigned a grade of **F** or **NCR**, as appropriate, in all courses. A student who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

H. Conflict of Interest

Where the instructor or a student has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Dean (or designate), who shall take steps to ensure fairness and objectivity.

I. Procedures in the Event of Disruptions

1. Principles

The following principles shall apply in the event of disruption of the academic program:

i) The academic integrity of academic programs must be honoured; and
ii) Students must be treated in a fair manner, recognizing their freedom of choice to attend university classes or not without penalty.

2. Procedures

i) The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.
ii) Individual instructors responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.
iii) Changes to the classroom procedures should, where possible, first be discussed with students prior to the class in which a vote of the students present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Dean (or designate) with a report on the attendance at the class where the vote was taken.
iv) Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Dean (or designate) with his or her recommendation, along with the results of any classroom votes. The Dean (or designate) shall then make a decision.
v) Where classes are not able to convene, the instructor, with the prior approval of the Dean (or designate), shall make changes deemed necessary to the classroom procedures. In the absence of the instructor, the Elementary or Secondary Program Coordinator shall consult with the Dean (or designate). Any changes made will be submitted to the Provost for approval. Where courses are to be cancelled, approval of the Council of the Faculty is required. If the Council of the Faculty cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.
vi) Students must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume, students must be informed, at class, of any changes made during the disruption.
vii) Where changes to the classroom procedures are made, students who do not wish to complete the course under the revised procedures may withdraw without academic penalty. This must be done prior to the last day of classes.
viii) Where students have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.
ix) A student who feels, owing to his or her special circumstances, that changes to the classroom procedure have unreasonably affected his or her grade, may appeal the grade following the procedures as set out in each division.

Appeal Procedures

Bachelor of Education and Diploma in Technical Education Programs

(Students in the Master of Arts in Child Study and Education and Master of Teaching in Human Development and Curriculum programs should refer to the OISE/UT Graduate Studies Bulletin)

A. Appeal of Academic Grades

A student may discuss a disputed grade informally with the instructor(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

1. A student may appeal, in writing, a disputed grade to the instructor responsible, within two weeks of receiving the disputed grade. The student will present to the instructor a written statement detailing the grounds of the appeal and the resolution sought. The instructor will provide the student with a written statement giving the rationale for granting or denying the appeal.

2. The student may appeal the decision of the instructor, in writing, to the Chair of the Department within two weeks of receiving the decision. The Chair of the Department will seek to arbitrate the dispute. If the matter cannot be settled, the Chair of the Department, in consultation with members of the Department, will review the case and submit to the student and the instructor, in writing, the ruling of the Department and the rationale for the decision.

3. The student or instructor may, within two weeks of receipt, appeal the ruling of the Department, through the Registrar, to the Appeals Committee of the Faculty Council of OISE/UT. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, instructor and Chair of the Department. The committee will review the case and, through the Registrar, submit in writing, to the parties concerned, the decision of the committee, and the rationale for the decision.

4. The student, the instructor or the Chair of the Department may, within two weeks of receipt, appeal the ruling of the Appeals Committee in writing through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE/UT. The Chair of the OISE/UT Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE/UT may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE/UT, to the parties concerned.

5. The student may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE/UT.

B. Appeal of Failures in Practice Teaching

A student may discuss a failure of a practice teaching session with the associate teacher(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

NOTE: As associate members of the Ontario Teachers' Federation (OTF), students should be aware of the regulations made under the Teaching Profession Act.

1. A student may appeal, in writing, the failure assigned by the associate teacher to the Coordinator of Practice Teaching within two weeks of receiving the report. The student will present to the Coordinator a written statement detailing the grounds of the appeal. The Practice Teaching Coordinator will send, within three working days, a copy of the student's appeal to the associate teacher. The Practice Teaching Coordinator, in consultation with the student, the associate teacher, the principal of the school, and the faculty instructor familiar with the student's performance, will review the case and submit a written statement to the student giving the rationale for granting or denying the appeal.

2. The student or the associate teacher may, within two weeks of receipt, appeal the decision of the Practice Teaching Coordinator, through the Registrar, to the Appeals Committee of the Faculty Council of OISE/UT. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, the associate teacher and the Practice Teaching Coordinator. The committee will review the case and, through the Registrar, submit in writing to the parties concerned, the decision of the committee, and the rationale for the decision.

3. The student, the associate teacher or the Practice Teaching Coordinator may, within two weeks of receipt, appeal the ruling of the Appeals Committee, through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE/UT. The Chair of the OISE/UT Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE/UT may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted.

Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE/UT, to the parties concerned.

4. The student may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE/UT.

C. Applicability of Faculty Regulations

The Registrar's Office normally handles matters regarding the applicability of faculty regulations.

A student petitioning the applicability of faculty regulations will present to the Registrar a written statement detailing the grounds of the request and the resolution sought. The Registrar, in consultation with the Dean, will provide the student with a written statement giving the rationale for granting or denying the request.

Academic Sanctions For Students Who Have Outstanding University Obligations

In order to receive University degrees or diplomas, or to be recommended for Ministry of Education or Ontario College of Teachers certificates, students must have discharged all recognized University obligations: tuition fees, academic and other incidental fees, residence fees and other residence charges, library fines, bookstore accounts, loans made by colleges, faculties or the University, Health Service accounts, charges for unreturned or damaged instruments, materials and equipment, and orders for the restitution, rectification or the payment of damages, fines, bonds for good behaviour, and requirement of public service work imposed under the authority of the **Code of Student Conduct.**

The following academic sanctions will be imposed on students who have outstanding recognized University obligations:

- Statements of results or official transcripts of records, or both, will not be issued.
- The University will not release either the official document (normally called diploma) which declares the degree, diploma or certificate earned nor provide oral confirmations or written certification of degree status to external enquiries; will not make recommendations for Ontario College of Teachers teaching certificates. Indebted graduands will be allowed to walk on stage and have their names appear on the convocation program.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied, first, to outstanding University debts and, second, to current fees.

Transcripts

All requests for transcripts of academic records, with the exception of the Additional Qualification Courses for Educators and the Principals' Qualification Program, must be directed to the consolidated transcript centre at the following address:

University of Toronto Transcript Centre
100 St. George Street, Room 1006
Toronto, Ontario M5S 3G3
Telephone: 416-978-3384
Fax: 416-978-2487
Website: www.rosi.utoronto.ca

Transcripts of **Additional Qualification Courses for Educators** should continue to be directed to the address below. Other than periods when the demand for transcripts is heavy, requests will be processed within 5 - 10 working days.

The Records Officer
OISE/UT Registrar's Office
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-926-4743

Note that transcripts are not issued for the **Principals' Qualification Program (PQP)**. To request a letter of confirmation, please contact:

The PQP Office
252 Bloor Street West, Room 6-123
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 2721
E-mail: vhawkins@oise.utoronto.ca

Officers of the University
2003/2004 (Partial List)

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Chair, Governing Council
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President and Chief Executive Officer
R.J. Birgeneau, B.Sc., Ph.D.

Vice-President & Provost
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Vice-President and Chief Development Officer
J. Dellandrea, B.A., M.Ed., Ed.D.

Vice-President, Business Affairs and Chief Financial Officer
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Vice-President, Government and Institutional Relations
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Vice-President, Human Resources
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Vice-President, Policy Development and Associate Provost
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Vice-President, Research and Associate Provost
J.R.G. Challis, Ph.D., D.Sc., M.I.Biol., F.R.S.C.

Vice-President and Principal, University of Toronto at Mississauga
I. Orchard, B.Sc., Ph.D.

Vice-President and Principal, University of Toronto at Scarborough (effective January 1, 2004)
K. Shun, B.A, M.Phil., B.Phil., Ph.D.

Deputy Provost and Vice-Provost, Faculty
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Vice-Provost, Planning and Budget
S.G. Zaky, B.Sc., M.A.Sc., Ph.D.

Vice-Provost, Relations with Health Care Institutions
C.D. Naylor, M.D., D.Phil., F.R.C.P. (C)

Vice-Provost, Space and Facilities
R.D. Venter, B.Sc., M.Eng., Ph.D.

Vice-Provost, Students
D.H. Farrar, M.Sc., Ph.D.

Assistant Provost and Special Assistant
L. Lewis, B.A., M.I.St.

Secretary of the Governing Council
L. Charpentier, B.Sc., M.B.A.

Director, Office of the President and Assistant Vice-President
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Assistant Vice-President, Alumni and Development
R. Frankle, B.A.

Assistant Vice-President, Facilities and Services
C.J. Riggall, B.A., M.B.A.

Assistant Vice-President, Technology Transfer
P. Munsche, B.A., M.A., Ph.D.

Chief Librarian
C. Moore, B.A., M.L.S.

University Registrar
K.J. Swift, B.Sc., M.Ed.

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Cover, designed by Celeste Lemire, includes the OISE/UT logo and a list of the Bachelor of Education teaching subjects.

CALENDAR 2003

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOTES

Ontario Institute for Studies in Education
of the University of Toronto

www.ro.oise.utoronto.ca
www.oise.utoronto.ca

Ontario Institute for Studies in Education
of the University of Toronto

Initial Teacher Education Calendar

2004/2005

Registrar's Office

252 Bloor Street West, Toronto, Ontario M5S 1V6
http://ro.oise.utoronto.ca

✦ Initial Teacher Education Programs

Bachelor of Education and Diploma in Technical Education/ Ontario Teachers' Certificate of Qualification Programs

Admissions	416-926-4701
E-mail:	admissions@oise.utoronto.ca
Website:	www.ro.oise.utoronto.ca/admissions
Registered Students	416-926-4742
E-mail:	admitted@oise.utoronto.ca
Transcripts & Records	416-926-4743
E-mail:	transcripts@oise.utoronto.ca
Fax:	416-923-7834

Master of Arts in Child Study and Education/ Ontario Teachers' Certificate of Qualification Program

(See information on Graduate Studies in Education below)

Master of Teaching in Human Development and Curriculum/ Ontario Teachers' Certificate of Qualification Program

(See information on Graduate Studies in Education below)

✦ Additional Qualification Courses for Educators

Admissions & Registration	416-926-4762 **OR** 1-800-443-7612
Transcripts & Records	416-926-4743
Fax:	416-923-7834
E-mail:	aq@oise.utoronto.ca
Website:	www.ro.oise.utoronto.ca/

✦ Graduate Studies in Education

Admissions & Registration	416-923-6641 ext. 2663
Transcripts & Records	416-978-2383
Fax:	416-323-9964
E-mail:	gradstudy@oise.utoronto.ca
Website:	www.ro.oise.utoronto.ca/

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Important Notices

Academic Year

The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August. "Full-year" courses refer to courses which run through both the Fall and Winter Sessions.

Admissions Policy Statement

OISE/UT is strongly committed to social justice in everything it does. This means that we are committed to the just treatment of each individual member of our community and the communities we serve. It also means that we are especially vigilant to ensure that differences are not treated in ways that produce direct or indirect forms of discrimination. Our Commitment to social justice also means that those with whom we work and live, who experience individual or systemic discrimination for whatever reason, are provided with the means to overcome social and physical disadvantages, to the best of our ability. It should be understood that equitable treatment sometimes involves similar treatment and at other times involves differential treatment in order to bring about an equality of results.

Thus, in keeping with the Policies and Principles for Admission to the University of Toronto, OISE/UT is dedicated to admitting qualified candidates who reflect the ethnic, cultural and social diversity of Metropolitan Toronto, Ontario and Ontario Schools.

Applications are encouraged from visible minority group members, persons with disabilities, women in non-traditional subject areas, males interested in primary school teaching, Aboriginal persons and native speakers of French.

Admission of International Students

OISE/UT welcomes qualified international students. Efforts are made to meet their special needs insofar as resources permit. International students and others who are not candidates for an **Ontario Teachers' Certificate of Qualification** must comply with such conditions of admissions as the Faculty Council of OISE/UT may determine.

Changes in Programs of Study and/or Courses

The programs of study which our Calendar lists and describes are available for the year(s) to which the Calendar applies. They may not necessarily be available in later years. If the University or OISE/UT must change the content of programs of study or withdraw them, all reasonable possible advance notice and alternative instruction will be given. The University will not, however, be liable for any loss, damages, or other expenses that such changes might cause.

For each program of study offered by the University through OISE/UT, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrollment limitations, pre-requisites and co-requisites, grading policies, requirements for promotion and timetables without prior notice.

Course Weights/Hours

One full course (1.0) = a minimum of 72 contact hours
One half course (0.5) = a minimum of 36 contact hours

Copyright in Instructional Settings

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

Police Record Check

School Board Requirements

The Bachelor of Education/Diploma in Technical Education program, the Child Study and Education two-year program and the Master of Teaching program require successful completion of practice teaching in the schools. School Boards require students on practice teaching assignments in Ontario schools to complete a satisfactory police record check prior to having direct contact with students. Without a satisfactory police record check the schools will not allow candidates to participate in practice teaching. Questions regarding this process should be directed to the Ontario Education Services Corporation:
Fax: 416-593-7858
E-mail: oesc-cseo@opsba.org

The Ontario College of Teachers Certification

The Ontario College of Teachers (OCT) is responsible for the licensing and regulation of the teaching profession in the public interest. In order to provide increased protection for elementary and secondary students in

Ontario schools and to help to ensure that teachers are worthy of the trust placed in them, by students, parents and colleagues, the College requires that all new teacher education graduates who will be applicants for OCT membership and teacher certification (O.T.C. of Q.), provide original reports of police record checks and an Applicant's Declaration about their suitability for registration. Note that the report is valid for 6 months only. Questions regarding a police record check which might prevent meeting this teacher certification requirement should be directed to the Ontario College of Teachers:
Telephone: 416-961-8800

Enrolment Limitations

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the Calendar, and to withdraw courses or sections for which enrolment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

Ontario Teacher Qualifying Test

Applicants to the OCT must write and pass the profession entry test called the Ontario Teacher Qualifying Test. The test assesses knowledge of Ontario curriculum, teaching skills and strategies, assessment strategies, learning theory, special education, classroom management, the use of educational technologies, and legislation relevant to teaching in Ontario. Assessment reflects expectations for a teacher entering the profession in Ontario.

Person I. D. (Student Number)

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to Person I.D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I.D. numbers.

Regulations and Policies

The University has several policies which are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. In applying to OISE/UT the student assumes certain responsibilities to the University and to OISE/UT and, if admitted and registered, shall be subject to the rules, regulations, and policies cited in the Calendar, as amended from time to time.

Rules and regulations relating to the OISE/UT Bachelor of Education and Diploma in Technical Education programs are displayed in this Calendar. Applicable University policies are either fully displayed or listed in the Calendar (see pages 56 - 63).

Satisfactory Evidence of Freedom from Active Tuberculosis

Applicants who receive an offer of admission to the OISE/UT initial teacher education program will be required to submit satisfactory evidence of freedom from active tuberculosis (required by the Ontario College of Teachers) before registration.

The test must:

a) be done during the 12 months prior to the start of the program
b) clearly show the date(s) when the tuberculin test was administered and include one of the following results:
   - a negative tuberculin or 'skin test';

   OR

   - a positive tuberculin or 'skin test', followed by a normal chest x-ray;

   OR

   - a normal chest x-ray.

If the stated result is anything other than one of the above three, candidates must provide a written statement from their doctor indicating that they are not a health risk and that they can be in close contact with children. This written statement must be on letterhead and include the candidate's full name.

c) show the name of the doctor or testing agency
d) be signed and dated by an authorized health professional currently practicing in Canada.

NOTE:

a) Immunization cards and self-evaluated test results are not acceptable.
b) Candidates will not be allowed to attend the program if the proof of freedom from active tuberculosis is missing, incomplete or unacceptable to OISE/UT.
c) Students in the Master of Arts in Child Study and Education and the Master of Teaching programs are required to submit proof of freedom from active tuberculosis at the beginning of each year of their program.

Sessional Dates and Deadlines

✦ Bachelor of Education

✦ Diploma in Technical Education

Please note the following:

- ✦ The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August.
- ✦ In the following schedule of Sessional Dates and Deadlines, "full-year" courses refer to courses which run through both the Fall and Winter Sessions.

2004

June 17	Registration/Orientation - Technological Studies Apprenticeship Program (TSAP)
June 18 - July 30	Technological Studies Apprenticeship Program (TSAP), In-Faculty Module 1 (2004/05 Cohort)
June 18 - July 30	Technological Studies Apprenticeship Program (TSAP), In-Faculty Module 2 (2003/04 Cohort)
September 6	Labour Day (University closed)
September 8, 9	Registration - Bachelor of Education and Diploma in Technical Education Programs. After this date a late registration fee will be charged.
September 13	Fall Session begins
September 17	Last day for course and section changes for **Fall Session** courses
September 24	Last day for course and section changes for **Full-year** courses
October 11	Thanksgiving Day (University closed)
October 19 - 20	Orientation to Schools (I/S and Technological Studies)
October 21 - 22	Classes (I/S and Technological Studies)
October 25 - November 19	Practicum (all divisions)
October 31	Deadline for reporting immigration status changes affecting International Student Fee Exemptions for the Fall Session
November 14	Deadline for withdrawing without academic penalty from Fall Session courses
November 19	Fall Convocation – B.Ed. and Diploma in Technical Education (7:00pm)
December 13 - 15	Professional Preparation Conference

2004 continued

December 15	Fall Session ends
December 22 - January 2	University closed

2005

January 3	2005 Winter Session begins - classes resume
January 7	Last day for course and section changes for **Winter Session** courses
January 14	Grades for 2004 Fall Session courses to be submitted to the Registrar's Office
January 15	Second installment of fees due
January 26	Professional Preparation Day (all divisions)
January 28	Deadline for reporting immigration status changes affecting International Student Fee Exemptions for the Winter Session
February 14 - 15	Orientation to Schools (I/S and Technological Studies)
February 16 - 18	Classes (I/S and Technological Studies)
February 17 - March 11	Practicum (P/J and J/I, all Boards)
February 21 - March 11	Practicum (I/S and Technological Studies, all Boards)
March 14 - 17	Practicum (all divisions, TDSB only)
March 14 - 18	March Break (all Boards except TDSB)
March 18 - 24	March Break (TDSB only)
March 21 - 24	Practicum (all divisions, all Boards except TDSB)
March 25	Good Friday (University closed)
March 31	Deadline for withdrawing without academic penalty from Winter Session and full-year courses
April 15	Classes end
April 25	Internship begins
April 29	Grades for 2005 Winter Session and full year courses to be submitted to the Registrar's Office
May 23	Victoria Day (University closed)
May 26	Internship ends
May 27	In-faculty Internship Day
June 10	Grades for the 2004/2005 academic year available on ROSI (via SWS)
June 17 - July 30	Technological Studies Apprenticeship Program (TSAP) In-Faculty Module 1 (2005/2006 Cohort)
June 17 - July 30	Technological Studies Apprenticeship Program (TSAP), In-Faculty Module 2 (2004/2005 Cohort)
June TBA	Spring Convocation

Faculty

Dean

Jane S. Gaskell, Ed.D. (Harvard)

Associate Deans

Glen A. Jones, Ph.D. (Toronto)
Normand Labrie, Ph.D. (Laval)
N. Carol Rolheiser, Ph.D. (Oregon)

Endowed Chairs

Daniel Keating, Ph.D. (Johns Hopkins), Prof., The Atkinson Charitable Foundation Chair in Early Childhood Development and Education
Marlene Scardamalia, Ph.D. (Toronto), Prof., The Presidents' Chair in Education and Knowledge Technologies
Michael Skolnik, B.Phil. (Oxford), Prof., The William G. Davis Chair in Community College Leadership

Canada Research Chairs

David Livingstone, Ph.D. (Johns Hopkins), Prof., Canada Research Chair in Lifelong Learning and Work
Chris Moore, Ph.D. (Cambridge), Prof., Canada Research Chair in Social Cognitive Development
Karen Mundy, Ph.D. (Toronto), Assoc. Prof., Canada Research Chair in Global Governance and Comparative Educational Change
Keith Stanovich, Ph.D. (Toronto), Prof., Canada Research Chair in Applied Cognitive Science
Rinaldo Walcott, Ph.D. (Toronto), Assoc. Prof., Canada Research Chair in Social Justice and Cultural Studies

Bachelor of Education/Diploma in Technical Education Programs

Carol Hennessy, Ed.D. (Toronto), Elementary Director
D. Mark Evans, M.A. (McMaster), Secondary Director

Adult Education and Counselling Psychology (AECP)

Lana Stermac, Ph.D. (Toronto), Prof., Chair
Jack Quarter, Ph.D. (Toronto), Prof., Assoc. Chair

Eileen Antone, Ed.D. (Toronto), Assist. Prof.
Bonnie Burstow, Ph.D. (Toronto), Senior Lecturer
Charles P. Chen, Ph.D. (British Columbia), Assist. Prof.
Ardra Cole, Ed.D. (Toronto), Prof.
J. Roy Gillis, Ph.D. (Queen's), Assist. Prof.
Mary Alice Guttman, Ph.D. (Wisconsin), Prof.
Joseph P. Farrell, Ph.D. (Syracuse), Prof.
Nancy S. Jackson, Ph.D. (British Columbia), Associate Prof.
Nina Josefowitz, Ph.D. (Toronto), Prof
J. Gary Knowles, Ph.D. (Utah), Prof.
Marilyn Laiken, Ph.D. (Toronto), Assoc. Prof.
David W. Livingstone, Ph.D. (Johns Hopkins), Prof.
Angela Miles, Ph.D. (Toronto), Prof.
Kiran Mirchandani, Ph.D. (McGill), Assist. Prof.
Shahrzad Mojab, Ph.D. (Illinois), Assoc. Prof.
Roy Moodley, Ph.D. (Sheffield, UK), Assist. Prof.
Karen Mundy, Ph.D. (Toronto), Assoc. Prof.
Roxana Ng, Ph.D. (Toronto), Assoc. Prof.
Edmund V. O'Sullivan, Ph.D. (Syracuse), Prof.
Niva Piran, Ph.D. (Texas), Prof.
Jack Quarter, Ph.D. (Toronto), Prof.
Margaret S. Schneider, Ph.D. (York), Assoc. Prof.
Daniel Schugurensky, Ph.D. (Alberta), Assist. Prof.
Jeanne Watson, Ph.D. (York), Assist. Prof.

Curriculum, Teaching and Learning (CTL)

Dennis Thiessen, Ph.D. (Sussex), Prof., Chair
Tara Goldstein, Ph.D. (Toronto), Assoc. Prof., Assoc. Chair
Anne Jordan, Ph.D. (Toronto), Prof., Assoc. Chair

Andrew Anderson, Ph.D. (Michigan State), Assoc. Prof.
Mary Beattie, Ed.D. (Toronto), Assoc. Prof.
Clive M. Beck, Ph.D. (New England), Prof.
John Lawrence Bencze, Ph.D. (Toronto), Assist. Prof.
Barrie Bennett, Ph.D. (Oregon), Assoc. Prof.
Kathy Bickmore, Ph.D. (Stanford), Assoc. Prof.
Clare Brett, Ph.D. (Toronto), Assoc. Prof.
Linda Cameron, Ed.D. (Toronto), Assoc. Prof.
Eliazabeth Campbell, Ph.D. (Toronto), Assoc. Prof.
Ruth A. Childs, Ph.D. (North Carolina), Assist Prof.
Rina S. Cohen, Ph.D. (Ottawa), Assoc. Prof.
Carola Conle, Ph.D. (Toronto), Assoc. Prof.
Karyn Cooper, Ph.D. (Alberta), Assist. Prof.
Alister Cumming, Ph.D. (Toronto), Prof.
James P. Cummins, Ph.D. (Alberta), Prof.
Vivian Darroch-Lozowski, Ph.D. (Alberta), Prof.
Lynn E. Davie, Ph.D. (Wisconsin), Prof.
C.T. Patrick Diamond, Ph.D. (Queensland), Prof.
D. Mark Evans, M.A. (McMaster), Senior Lecturer
Joseph P. Farrell, Ph.D. (Syracuse), Prof.
Grace Feuerverger, Ph.D. (Toronto), Assoc. Prof.
Antoinette Gagné, Ph.D. (Toronto), Assoc. Prof.
Kathleen Gallagher, Ph.D. (Toronto), Assist. Prof.
Diane Gérin-Lajoie, Ph.D. (Toronto), Assoc. Prof.
James G. Hewitt, Ph.D. (Toronto), Assist. Prof

Derek Hodson, Ph.D. (Manchester), Prof.
Guanglei Hong, Ph.D. (Michigan), Assist. Prof.
Brent S. Kilbourn, Ph.D. (Toronto), Assoc. Prof.
Mary Kooy, Ph.D. (Simon Fraser), Assoc. Prof.
Clare M. Kosnik, Ph.D. (Toronto), Assist. Prof.
Normand Labrie, Ph.D. (Laval), Prof.
Tony C. M. Lam, Ph.D. (Washington), Assoc. Prof.
Sharon Lapkin, Ph.D. (Toronto), Prof.
Douglas E. McDougall, Ed.D. (Toronto), Assist. Prof.
Robert S. McLean, Ph.D. (Carnegie-Mellon), Prof.
Jack Miller, Ph.D. (Toronto), Prof.
Robert Morgan, Ph.D. (Toronto), Assoc. Prof.
Martina Nieswandt, Ph.D. (Kiel), Assist. Prof.
Erminia Pedretti, Ph.D. (Toronto), Assoc. Prof.
Shelley Peterson, Ph.D. (Alberta), Assist. Prof.
Carol Rolheiser, Ph.D. (Oregon), Assoc. Prof., Assoc. Dean
John A. Ross, Ph.D. (McMaster), Prof.
Marlene Scardamalia, Ph.D. (Toronto), Prof.
Wayne Seller, M.Ed. (Lakehead), Assoc. Prof.
Lesley Shore, Ed.D. (Toronto), Assist. Prof.
Elizabeth M. Smyth, Ph.D. (Toronto), Assoc. Prof.
Nina Spada, Ph.D. (Toronto), Prof.
Paula Stanovich, Ph.D. (Toronto), Assoc. Prof.
Suzanne Stiegelbauer, Ph.D. (Texas), Assoc. Prof.
Merrill K. Swain, Ph.D. (California at Irvine), Prof.
Heather Sykes, Ph.D. (UBC), Assist. Prof.
Peter Trifonas, Ph.D. (British Columbia), Assist. Prof.
Joyce A. Wilkinson, Ph.D. (Minnesota), Assoc. Prof.
David Wilson, Ph.D. (Syracuse), Prof.
Richard G. Wolfe, B.A. (Wisconsin), Assoc. Prof.

Human Development and Applied Psychology (HDAP)

Janet W. Astington, Ph.D. (Toronto), Prof., Chair
Mary Louise Arnold, Ed.D. (Harvard), Assoc. Prof. Assoc. Chair

Andrew J. Biemiller, Ph.D. (Cornell), Prof.
Carl Corter, Ph.D. (North Carolina), Prof.
Joseph Ducharme, Ph.D. (Toronto), Assoc. Prof.
Michel Ferrari, Ph.D. (UQAM), Assist. Prof.
Esther Geva, Ph.D. (Toronto), Prof.
Jennifer Hardacre, Ed.D. (Nova), Senior Lecturer
Thomas W. Humphries, Ph.D. (Northwestern), Adjunct Prof., Assoc. Prof.
Jenny Jenkins, Ph.D. (London), Prof.
Daniel Keating, Ph.D. (Johns Hopkins), Prof.
Marc Lewis, Ph.D. (Toronto), Prof.
Nancy Link, Ph.D. (Toronto), Lecturer
Chris Moore, Ph.D. (Cambridge), Prof.
Joan Moss, Ph.D. (Toronto), Assist. Prof.
Janette Pelletier, Ph.D. (Toronto), Assist. Prof.
Michal Perlman, Ph.D. (Waterloo), Assist. Prof.
Joan Peskin, Ph.D. (Toronto), Assist. Prof.
Michele Peterson-Badali, Ph.D. (Toronto), Assist. Prof.
Katreena Scott, Ph.D. (Western), Assist. Prof.
Keith E. Stanovich, Ph.D. (Michigan), Prof.
Richard Volpe, Ph.D. (Alberta), Prof.
Judith Wiener, Ph.D. (Michigan), Prof.
Dale M. Willows, Ph.D. (Waterloo), Prof.
Earl Woodruff, Ph.D. (Toronto), Assoc. Prof.

Institute of Child Study

Carl Corter, Ph.D. (North Carolina), Prof.
Jennifer Hardacre, Ed.D. (Nova), Sr. Lecturer
Ronna Kluger, M.Ed. (Boston), Practicum Supervisor
John Morgan, M.A. (Toronto), Instructor
Joan Moss, Ph.D. (Toronto), Assist. Professor
Jan Pelletier, Ph.D. (Toronto), Assist. Professor
Richard Volpe, Ph.D. (Alberta), Prof.
Dale Willows, Ph.D. (Waterloo), Prof.
Earl Woodruff, Ph.D. (Toronto), Assoc. Prof.

Institute of Child Study, Laboratory School

Elizabeth Morley, Dip.C.S. (Toronto), Principal

Anne Cassidy, Dip.C.S. (Toronto)
Bev Caswell, Dip.C.S. (Toronto)
Julie Comay, Dip.C.S. (Toronto)
Bonnie Crook, B.Ed. (Queen's)
Zoe Donoahue, M.Ed. (Toronto)
Christel Durand, F.T.Cert. (Toronto)
Cindy Halewood, B.Ed. (Toronto)
Russ Hersen, B.F.A. (York)
Judith Kimel, M.A. (CSE) (Toronto)
Norah L'Espérance, M.A.(CSE) (Toronto
Michelle Martindale, Dip.C.S. (Toronto)
Richard Messina, B.Ed. (Toronto)
Sarah Murray, B.F.A. (Columbia)
K. Raun, M.A. (Toronto)
Richard Reeve, M.Ed. (Toronto)
Suzanne Schwenger, M.Ed., M.S.W. (Toronto)
Robin Shaw, Dip.C.S. (Toronto)
Joy Simmonds, B.Ed. (Toronto)
Renée Smith, B.A., Dtrl. (Toronto)
Carol Stephenson, Dip.C.S. (Toronto)
Erica Weininger, Dip.C.S. (Toronto)

Sociology and Equity Studies in Education (SESE)

George J. Sefa Dei, Ph.D. (Toronto), Chair
Monica Heller, Ph.D. (California at Berkeley), Prof., Assoc. Chair
C. Paul Olson, M.A. (Princeton), Assoc. Prof., Graduate Studies Academic Secretary

Sandra Acker, Ph.D. (Chicago), Prof.

Nathalie Bélanger, Ph.D. (Sorbonne), Assist. Prof.
Kari Dehli, Ph.D. (Toronto), Assoc. Prof.,
Margrit Eichler, Ph.D. (Duke), Prof.
Rose Baaba Folson, Ph.D., (Oldenburg), Assoc. Prof.
Michael Fullan, Ph.D. (Toronto), Prof.
Edward B. Harvey, Ph.D. (Princeton), Prof.
Judy Iseke-Barnes, Ph.D. (Alberta), Assist. Prof.
Helen Lenskyj, Ph.D. (Toronto), Prof.
David W. Livingstone, Ph.D. (Johns Hopkins), Prof.
Roxana Ng, Ph.D. (Toronto), Assoc. Prof.
Ruth Roach Pierson, Ph.D. (Yale), Prof.
Jack Quarter, Ph.D. (Toronto), Prof.
Sherene H. Razack, Ph.D. (Toronto), Prof.
Kathleen Rockhill, Ph.D. (California at Berkeley), Prof.
Peter Sawchuk, Ph.D. (Toronto), Assist. Prof.
Roger I. Simon, Ph.D. (Yale), Prof.
Dorothy Smith, Ph.D. (California at Berkeley), Prof.
D. Alissa Trotz, Ph.D. (Cambridge), Assist Prof.
Rinaldo Walcott, Ph.D. (Toronto), Assoc. Prof.
Njoki Nathani Wane, Ph.D. (Toronto), Assist. Prof.

Theory and Policy Studies in Education (TPS)

Nina Bascia, Ph.D. (Stanford), Assoc. Prof., Chair
Cecilia Morgan, Ph.D. (Toronto), Assoc. Prof., Assoc. Chair

Sandra Acker, Ph.D. (Chicago), Prof.
Stephen Anderson, Ph.D. (Toronto), Assoc. Prof.
Megan Boler, Ph.D. (University of California Santa Cruz), Assoc. Prof.
Dwight R. Boyd, Ed.D. (Harvard), Prof.
Lorna M. Earl, Ph.D. (Western Ontario), Assoc. Prof.
Maureen Ford, Ph.D. (Toronto), Assist. Prof.
Jane S. Gaskell, Ed.D. (Harvard), Prof., Dean
Denis Haché, Ph.D. (Montreal), Assoc. Prof.
Lynne Hannay, Ph.D. (Ohio State), Assoc. Prof.
Ruth E. S. Hayhoe, Ph.D. (London), Prof.
Angela Hildyard, Ph.D. (Toronto), Assoc. Prof.
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Kenneth A. Leithwood, Ph.D. (Toronto), Prof., Assoc. Dean
David Levine, Ph.D. (Cambridge), Prof.
Jamie-Lynn Magnusson, Ph.D. (Manitoba), Assoc. Prof.
Blair Mascall, Ph.D. (Toronto), Assist. Prof.
Linda Muzzin, Ph.D. (McMaster), Assoc. Prof.
Roxana Ng, Ph.D. (Toronto), Assoc. Prof.
Susan Padro, Ph.D. (Florida State), Assoc. Prof.
Charles Pascal, Ph.D. (Michigan), Assoc. Instructor
John Portelli, Ph.D. (McGill), Prof.
James J. Ryan, Ph.D. (Toronto), Prof.
Ruth W. Sandwell, Ph.D. (Simon Fraser), Assist. Prof.
Wayne Seller, M.Ed. (Lakehead), Assoc. Prof.
Michael L. Skolnik, B.Phil. (Oxford), Prof.
Elizabeth M. Smyth, Ph.D. (Toronto), Assoc. Prof.
Harold M. Troper, Ph.D. (Toronto), Prof.
David Wilson, Ph.D. (Syracuse), Prof.
Marvin A. Zuker, M.Ed. (Toronto), Assoc. Prof.

Professors Emeriti

Johan L. Aitken, Ph.D. (Toronto)
Sabir A. Alvi, Ph.D. (Indiana)
Carl Bereiter, Ph.D. (Wisconsin)
Deanne Bogdan, Ph.D. (Toronto)
David W. Booth, M.Ed. (Durham)
Arnold Bowers, M.Ed. (Queen's)
John E. Davis, Ph.D. (Toronto)
Stacy Churchill, Diplômé de 'Institut d'études Politiques (Paris)
F. Michael Connelly, Ph.D. (Chicago)
James A. Draper, Ph.D. (Wisconsin)
Betty Flint, M.A. (Toronto)
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Donald I. Galbraith, M.Ed. (Toronto)
Peter Gamlin, Ph.D. (Cornell)
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Gila Hanna, Ph.D. (Toronto)
Birgit Harley, Ph.D. (Toronto)
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Edward S. Hickcox, Ed.D. (Cornell)
David Hunt, Ph.D. (Ohio State)
Brendan Kelly, Ed.D. (Toronto)
Natalie Kuzmich, M.A. (Toronto)
Stephen B. Lawton, Ph.D. (California at Berkeley)
John W. MacDonald, Ed.D. (Harvard)
Leslie D. McLean, Ph.D. (Wisconsin)
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Graduate Studies

Kim Holman, B.A. (Trent), Assistant Registrar, Admissions
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James Turk, Executive Director, Canadian Association of University Teachers

History and Function of the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

Mission

OISE/UT is committed to the study of education and matters related to education in a societal context in which learning is a life-long activity. Its mission emphasizes equity and access and the improvement of the educational experiences of people of all age levels and backgrounds. It includes partnerships with others to address a wide array of problems, drawing upon the insights of academic disciplines and professional perspectives. OISE/UT is dedicated to national pre-eminence and international distinction in graduate studies, initial and continuing teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

History

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers in Ontario. In 1890 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College. In 1906, Faculties of Education were organized at the University of Toronto and at Queen's University to educate secondary teachers, following the recommendation of a Royal Commission that the education of teachers "is best performed where theory and practice can be made to supplement each other."

The Faculty of Education at the University of Toronto offered professional secondary school courses in pedagogy. The Faculty established the University of Toronto Schools (UTS) in 1910, to serve as a laboratory school in order to improve the practical and experimental aspects of its program, In 1926, the St. George's School of Child Study, became the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres.

In 1920, the Faculty of Education at Toronto was designated the Ontario College of Education (OCE), University of Toronto. During a period of forty-five years, the OCE was the sole institution in the province for the preparation of secondary school teachers. During these years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946. It also included a department of Graduate Studies and Research.

In 1965, a special act of the Ontario legislature established the Ontario Institute for Studies in Education to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education. In 1966, the departments of Graduate Studies and Research were transferred from OCE to the Ontario Institute for Studies in Education (OISE), while teacher education remained at the University of Toronto, in a restructured and renamed College of Education with its own College Council and Advisory Board. The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT).

In general, OISE and FEUT each pursued their mandates and activities separately after 1965. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration. In 1976, ICS began offering a two-year child development-based initial teacher education program.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the University's School of Graduate Studies (SGS); graduating students received University of Toronto degrees. Most

courses were offered on campus, but about 25 per year were offered through OISE's Field Centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

OISE was also a major centre of educational research and development in Canada with a professional research staff to assist in carrying out its research and development mandate. OISE's exclusive focus on graduate studies, research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues through its seven academic departments. It developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission.

In 1983, the University of Toronto and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue the matter. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the university was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

In February 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field. Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by the Ontario Institute for Studies in Education, the Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT), began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It enjoys all the rights and responsibilities pursuant to its status as a university faculty. Its five departments: Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Human Development and Applied Psychology; Sociology and Equity Studies; and Theory and Policy Studies in Education, are members of Division II (Social Sciences) of the University's School of Graduate Studies.

In response to a recommendation from the Royal Commission on Learning "that the consecutive program for teacher education be extended to two years," and an endorsation of this recommendation by the Ministry of Education and Training, OISE/UT developed an M.T. program which began in 1996. In 2004, UTS became an independent ancillary corporation within the University of Toronto, with its own Board of Directors.

Vision

OISE/UT strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE/UT is a centre of excellence for graduate studies, research, field development, initial and continuing teacher education in Ontario. It also is a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Directors of the Ontario Institute for Studies in Education

R.W.B. Jackson	1965 - 1975
C.C. Pitt	1975 - 1980
B. Shapiro	1980 - 1986
W. Pitman	1986 - 1992
A. Kruger	1992 - 1995
A. Hildyard	1995 - 1996

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 - 1996

Deans of OISE/UT

M.G. Fullan	1996 - 2003
J.S. Gaskell	2003 -

Summary of Programs Offered by OISE/UT

OISE/UT offers teacher education at several levels. These are summarized below. This Calendar pertains to the Initial Teacher Education Programs only. Information regarding Additional Qualification Courses for Educators and the Graduate Studies programs can be obtained from the addresses listed herein.

Initial Teacher Education Programs

Initial teacher education programs provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required. These programs lead to the **Ontario Teachers' Certificate of Qualification** (O.T.C. of Q.).

Bachelor of Education Degree

Four concentrations are offered:

- Primary/Junior
- Junior/Intermediate
- Intermediate/Senior
- Technological Studies

Diploma in Technical Education

This program is for candidates who have specialized knowledge and training in technological areas and who wish to teach in their area of expertise in the Intermediate and Senior divisions. (See also page 36 regarding the B.Ed. degree.)

Master of Arts in Child Study and Education

Two concentrations are offered:

- Primary Education
- Special Education

Master of Teaching in Human Development and Curriculum

Two concentrations are offered:

- Primary/Junior Education
- Junior/Intermediate Education

Additional Qualification Courses for Educators

Additional Qualification Courses for Educators offers, through part-time study, an extensive range of courses leading to additional qualifications approved by the Ontario College of Teachers for holders of the **Ontario Teachers' Certificate of Qualification** and Certificate of Registration.

Teachers who have received their teacher education outside of Ontario, who have been directed by the Ontario College of Teachers to take professional courses may apply for admission to Basic Divisional Qualification courses or basic level Technological Studies courses only. Such candidates must first attend an orientation/information session at OISE/UT and are required to submit evidence of an acceptable level of proficiency in oral and written English as detailed on pages 56 - 58.

The Additional Qualification courses offered in the Summer Session and the Winter Evening Session, depending on resources and demand, are as follows:

- Basic Divisional Qualification courses (Primary, Junior, Intermediate, Senior)
- One-session courses
- Three-part courses
- Honour Specialist (General Studies)
- Technological Studies (Basic, Advanced)
- Honour Specialist (Technological Studies)
- Principal Qualification Program

For application information and forms, visit the Registrar's Office website:
www.ro.oise.utoronto.ca/

If you require further information, contact:
OISE/UT Registrar's Office
Additional Qualifications Unit
252 Bloor Street West, Room 4-485
Toronto, Ontario M5S 1V6
Telephone: 416-926-4762
Telephone: 1-800-443-7612
Fax: 416-923-7834
E-mail: aq@oise.utoronto.ca

Graduate Studies in Education

Graduate programs leading to M.Ed., M.A., M.T., Ed.D. and Ph.D. degrees are offered through OISE/UT's five departments:

- ✦ Adult Education and Counselling Psychology (AECP)
- ✦ Curriculum, Teaching and Learning (CTL)
- ✦ Human Development and Applied Psychology (HDAP)
- ✦ Sociology and Equity Studies in Education (SESE)
- ✦ Theory & Policy Studies in Education (TPS)

With the exception of the M.A. in Child Study and Education and the Master of Teaching in Human Development and Curriculum (see also page 42), graduate degrees in education at OISE/UT do not carry Ontario teacher certification.

For application information and forms, visit the Registrar's Office website:
www.ro.oise.utoronto.ca/

If you require further information, contact:
OISE/UT Registrar's Office
Graduate Studies Unit
252 Bloor Street West, Room 4-485
Toronto, Ontario, Canada M5S 1V6
Telephone: 416-923-6641, Ext. 2663
Fax: 416-323-9964
E-mail: gradstudy@oise.utoronto.ca

Laboratory School

The Institute of Child Study (ICS)

The Institute of Child Study (ICS) operates a laboratory school which is a day school for children 3 to 12 years of age, and an Infant Centre. Both serve as resources for students in the M.A. in Child Study and Education program and for research activities.

Further information is available at the ICS website:
www.oise.utoronto.ca/ICS

Or from:
The Institute of Child Study
45 Walmer Road
Toronto, Ontario M5R 2X2
Telephone 416-978-3457
Fax 416-978-6485
E-mail: erentzelos@oise.utoronto.ca

Bachelor of Education Program

✦ Primary/Junior (P/J)

✦ Junior/Intermediate (J/I)

✦ Intermediate/Senior (I/S)

Ontario Teachers' Certificate of Qualification (O.T.C. of Q.)

Candidates who are Canadian citizens or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers, and who meet all requirements of the programs, may be recommended to the Ontario College of Teachers for an **Ontario Teacher's Certificate of Qualification** (O.T.C. of Q.) which qualifies them to teach in Ontario schools.

Admission Requirements

Applicants must hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, conferred not later than the Fall convocation in the year of registration at OISE/UT. An approved degree must include at least 15 full-year courses or equivalent.

Preference is given to those who have attained a high academic average in a four-year degree program and to those with relevant experience which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand. Applicants must also have met the English Language Proficiency Policy requirements (see pages 56 - 58 for details).

Documentation

Each applicant must submit the following:

a) a completed Ontario Universities' Application Centre (OUAC) application form along with the required application and service fees.

b) an official transcript of all degree credit courses completed to date of application.

c) evidence of an acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 56 - 58).

d) a completed OISE/UT initial teacher education Applicant Profile.

e) a photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.

f) a photocopy of a certificate of change of name, where applicable.

Additional Information:

a) Documentation in a language other than English or French must be accompanied by an official translation. All applicants, especially those who are submitting academic documents from other countries, should be aware that assessment of academic standing by OISE/UT is for admissions purposes only. The Ontario College of Teachers is not obliged to accept our assessment of your academic background and will make its own evaluation for certification purposes.

b) Applicants who receive an offer of admission to the OISE/UT initial teacher education program will be required to submit satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers) before registration. See page 4 for details.

c) Police record screening is required for certification by the Ontario College of Teachers. See pages 3 - 4 for details.

d) Applicants to the Ontario College of Teachers must write and pass the Ontario Teacher Qualifying Test. See page 4 for details.

For application information and forms, visit the Registrar's Office website:
www.ro.oise.utoronto.ca/

If you require further information, contact:
OISE/UT Registrar's Office
Initial Teacher Education Admissions Unit
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-926-4701
E-mail: admissions@oise.utoronto.ca

Program of Study

The program consists of seven components (A-G below), for a total of 5.0 Course Weights. Candidates must successfully complete all seven components of the program in order to be recommended for the Bachelor of Education degree and the **Ontario Teachers' Certificate of Qualification**.

In addition to the regular in-faculty program delivery, a variety of other program delivery options exists, which will be outlined to candidates upon acceptance into the Primary/Junior, Junior/Intermediate, or Intermediate/Senior concentration of the program.

A) Curriculum and Instruction (C & I)

(Course Weight 2.0)

Candidates must select one of the following concentrations and the respective C & I course(s). Prerequisites, if any, are stated in the course descriptions.

Primary/Junior (junior kindergarten to grade 6)
Junior/Intermediate (grades 4 to 10)
Intermediate/Senior (grades 7 to 12)

✦ Primary/Junior (P/J)

The C & I component of this concentration is the course Primary/Junior Education EDU1420 which consists of broad-based methodology in several subject areas.

✦ Junior/Intermediate (J/I)

The C & I component of this concentration is comprised of two courses:

- Junior/Intermediate Education EDU1450, a broad-based methodology course (1.5)
- one Intermediate subject-specific methodology course from those listed below (0.5)

English (First Language) EDU1101
French (Second Language) EDU1111
Geography EDU1441
Health and Physical Education EDU1251
History EDU1151
Mathematics EDU1221
Music-Instrumental EDU1231
Music-Vocal EDU1241
Science (General) EDU1301
Visual Arts EDU1011

The Elementary Education STEP Program

The Student Teaching Experience Program (STEP) is a compulsory part of the Primary/Junior and Junior/Intermediate programs. STEP provides opportunities to observe and work with Associate Teachers during weeks that are not part of the Practicum or Internship sessions. Depending on the option in which they are enrolled, candidates have different days or blocks of STEP. STEP days are forerunners to the Practicum sessions in that candidates are in a classroom for a series of STEP days preceding a Practicum session in the same classroom.

✦ Intermediate/Senior (I/S)

The C & I component of this concentration is comprised of two subject-specific methodology courses from those listed below (1.0 each).

NOTE: Candidates selecting Business Studies must choose two Business Studies courses. No other combination is acceptable.

Business Studies - Accounting EDU1340
Business Studies - Data Processing EDU1350
Business Studies - Marketing and Merchandising EDU1360
Classical Studies - Latin EDU1200
Computer Science EDU1040
Dramatic Arts EDU1070
Economics EDU1080
English (First Language) EDU1100*
Family Studies EDU1160
French (Second Language) EDU1110
Geography EDU1440
Health and Physical Education EDU1250
History EDU1150
Individual and Society EDU1270
International Languages - German EDU1140
International Languages - Italian EDU1190
International Languages - Spanish EDU1310
International Languages - Other EDU1180
Mathematics EDU1220
Music - Instrumental EDU1230
Music - Vocal EDU1240
Politics - EDU1260
Religious Education EDU1280
Science - Biology EDU1470
Science - Chemistry EDU1480
Science - General EDU1300
Science - Physics EDU1490
Visual Arts EDU1010

B) Teacher Education Seminar
(Course Weight 1.0)

The Teacher Education Seminar (EDU6000) is required of all candidates. It links the candidate's experiences across the program and emphasizes professional growth.

C) Psychological Foundations of Learning and Development (Course Weight 0.5)

The Psychological Foundations of Learning and Development course (EDU3506) is required of all candidates and focuses on psychological principles of learning and development, key concepts such as intelligence and motivation, diversity among learners and interrelations among the learner, the family, the school, and society in relation to learning.

D) School and Society (Course Weight 0.5)

The School and Society course (EDU3508) is required of all candidates and emphasizes relationships among schools, classrooms, community and society; the diversity of classrooms; teachers' professional work; educational policy and the purposes of education.

E) Related Studies (Course Weight 0.5)

The elective Related Studies courses allow candidates to pursue individual interests and deepen or broaden their knowledge and skills. One course from the following list is required.

A Survey of Children's Literature for Elementary Classrooms EDU5511
Accountability and Developing an "Inquiry Habit of Mind" EDU5558
An Introduction to Second Language Acquisition Processes EDU5513
Anti-Racist Education Studies EDU5510
Career Guidance in School: Development and Transition EDU5560
Child Abuse and its Appearance in the K-12 Classroom EDU5573
Community, Family and School Relations EDU5514
Cross-Cultural Counseling Skills for Beginning Teachers EDU5518
Curriculum Theory and Practice for Kindergarten EDU5566
Democratic Values, Student Engagement and Critical Thinking EDU5564
Design, Thinking and Problem-solving in the Classroom EDU5575
Developing a Personal Philosophy of Education EDU5520
Developing Skills of Inquiry, Design and Communication in Science and Technology EDU5517
Education and the Cultural Organization Community EDU5522
Effective Micro-counselling Skills for the Classroom Teacher EDU5568
Emotional and Behavioural Problems in the Classroom EDU5572
ESL Across the Curriculum EDU5524
Games Boys Play: Masculinities in Multicultural Classrooms EDU5580
Gender Equity in Schools and Classrooms EDU5532
Gifted Education: Working With Students of High Academic Ability EDU5529
History Wars: Issues in Canadian History Education EDU5589
Indigenous Peoples and Medias EDU5516
Information Literacy and the Curriculum EDU5521
In*queer*ies about Education EDU5576
Issues in International and Global Education EDU5536
Language and Culture in the Classroom EDU5588
Managing Conflict in Classrooms and the School Workplace EDU5538
Models of Teaching: Enhancing Your Classroom Practice EDU5542
Music Enrichment for the Elementary Classroom Teacher EDU5523
Perspectives On Adult Education EDU5582
Philosophical Conversation on Educational Practice EDU5585
Prior Learning Assessment and Recognition EDU5583
Professional Ethics in Teaching EDU5544
School Change and the Learning Organization EDU5586
Teaching in French Immersion EDU5552
Technology for Teachers EDU5574
Theories and Practices of Alternative Education and Schooling EDU5527
Youth Popular Culture and Schooling EDU5556

NOTE: Enrolment in the following courses is available to both graduate and Initial Teacher Education candidates. Initial Teacher Education candidates who select one of these courses to fulfill the Related Studies component will receive a credit towards the completion of the Bachelor of Education degree or the Diploma in Technological Studies, **not** a credit towards a graduate degree. These courses will be scheduled in the evening and will not be suspended during the Practicum periods as will the other Initial Teacher Education courses.

An Introduction to Workplace, Organizational and Economic Democracy EDU5111
Community Development: Innovative Models EDU5115
Diversity and Social Justice: Issues in Physical Education, Recreation and Sport EDU5116
Education and Work EDU5118

Gaining Confidence in Mathematics: A Holistic Approach to Overcoming Mathematics Anxiety EDU5146
History of Gender and Education in Canada EDU5122
Holistic Curriculum Approaches in Elementary School Mathematics EDU5142
Home Education as an Alternative to Public Education? EDU5117
Immigration and the History of Canadian Education EDU5128
Knowledge, Mind and Subjectivity EDU5147
Ontario Education (on-line) EDU5149
Religion and Social Movements in the History of North American Education EDU5148
Teachers and School Law EDU5145
Teachers' Work: Classrooms, Careers, Cultures and Change EDU5121
The Origins of Modern Schooling II: Problems in 19th and 20th Century Education History EDU5134
Using Classroom Assessment to Enhance Student Learning EDU5138
Women, Diversity and the Educational System EDU5140
Writing, Reading, Talking and Learning: Discourse Relationships in the Classroom EDU5123

F) Practicum (Course Weight 0.5)

The Practicum (EDU4010) is required of all candidates and consists of two main components: 1) orientation to schools, with a focus on school culture and school community; and 2) classroom practice.

Locations of Practicum Assignments

Dufferin-Peel Catholic District School Board
Durham District School Board
Durham Catholic District School Board
Halton District School Board
Halton Catholic District School Board
Hamilton-Wentworth District School Board
Hamilton-Wentworth Catholic District School Board
Peel District School Board
Simcoe County District School Board
Toronto Catholic District School Board
Toronto District School Board
York Catholic District School Board
York Region District School Board

Practicum placements for Primary/Junior and Junior/Intermediate candidates will be in elementary schools. Practicum placements for Intermediate/Senior and Technological Studies candidates will be in secondary schools. All Practicum placements are made through the School-University Parterships Office (SUPO). Under no circumstances should candidates make their own arrangements with schools.

G) Internship (Course Weight 0.0)

The Internship is required of all students and consists of field-based experience. It allows candidates to deepen and broaden their skills and knowledge in terms of the Ontario College of Teachers' Standards of Practice for the teaching profession.

Course Descriptions

Course Weights/Hours

- ✦ one full course (1.0) = a minimum of 72 contact hours
- ✦ one half course (0.5) = a minimum of 36 contact hours

NOTES:

1) Courses are listed in alphabetical order by course title.
2) All courses have a course weight of 0.5 unless otherwise noted.

A Survey of Children's Literature for Elementary Classrooms EDU5511

This course is designed to acquaint students with a wide variety of significant children's literature and with the authors and illustrators who create them. It will also assist students in developing the ability to make informed choices, taking into account the age, ability and interests of the children, and to enhance students' knowledge of theoretical approaches and instructional strategies for using literature throughout the elementary school curriculum in ways that enable children to: (a) realize the pure joy a fine literary work brings; (b) become increasingly sensitive to and appreciative of good literature - poetry, prose and informational material; (c) develop an understanding of human behaviour, ideals and values; and (d) become increasingly literate in their own use of oral and written language.

Accountability and Developing an "Inquiry Habit of Mind" EDU5558

Teachers today are expected to be accountable. They must make their decisions based on data-driven evidence. In this course, teacher candidates examine the school as a data-rich context within which they can develop an "inquiry habit of mind" which fosters continuous improvement in their work as a teacher. Teacher candidates will practice gathering, organizing, displaying and interpreting qualitative and quantitative data which will assist decision-making in classroom settings.

Accounting - see Business Studies

An Introduction to Second Language Acquisition Processes EDU5513

This course will allow teacher candidates at the primary, junior, intermediate and senior levels to understand second language acquisition processes. We will focus on 1) individual differences in second language learning; 2) theories of language learning; 3) learner language in second language acquisition; and 4) comprehension and interaction in second language teaching. Candidates will be involved in reflective and active learning. This course will respond to the needs of all teacher candidates, either because they are preparing to teach French or international languages OR because they will teach students from diverse cultural and linguistic backgrounds.

An Introduction to Workplace, Organizational and Economic Democracy EDU5111

This course provides an introduction to workplace, organizational and economic democracy. Both case studies and relevant theory will be considered. Much of the material in the course will be interdisciplinary.

NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Anti-Racist Education Studies EDU5510

This course will focus on understanding what integrative anti-racism means for teacher education. It seeks to combine theory with educational and political practice. The intent is to develop and understand the philosophical basis for anti-racism practice by reviewing educational initiatives in this area. The course will provide student teachers with an understanding of race and difference as providing the contexts for power and domination in society. Among issues covered are the place of race and identity in schooling and how teachers can deal with racism using the principles/ideas of anti-racism practice.

Business Studies Intermediate/Senior

The Business Studies program includes study in the following areas: Accounting, Data Processing, Marketing and Merchandising. Candidates must select any two of these three areas of specialization.

Prerequisites: Two full university courses in Business subjects. Consideration will be given to equivalent field experience and related post-secondary education.

✦ **Accounting EDU1340 (Course Weight 1.0)**

This course focuses on curriculum development, planning, and implementation in Accounting courses. The establishment and maintenance of an effective learning environment will be emphasized. Innovative instructional techniques and assessment and evaluation of student performance will be explored. Other topics that will be addressed in this course include the use of technology in Accounting, adolescent development, selection and creation of resources for use in Accounting courses, and current issues and directions in education and in the field of Accounting.

✦ **Data Processing EDU1350 (Course Weight 1.0)**

This course deals with curriculum development, planning, and implementation in courses in Information Technology in Business. The establishment and maintenance of an effective learning environment in a computer classroom will be emphasized. Innovative instructional techniques for teaching a variety of software packages including word processing, spreadsheets, databases and the internet will be explored. Other topics that will be addressed in this course include assessment and evaluation of student performance, adolescent development, selection and creation of resources for use in Information Technology courses, and current issues and directions in education and in the field of Information Technology. Facilities are provided for hands-on experience with microcomputers and Internet access.

✦ **Marketing and Merchandising EDU1360 (Course Weight 1.0)**

This course deals with curriculum development, planning, and implementation in courses in Marketing and International Business. The establishment and maintenance of an effective learning environment in Marketing classrooms will be emphasized. Innovative instructional techniques for teaching Marketing and International Business will be explored. Other topics that will be addressed in this course include the use of technology in Marketing and International Business courses, assessment and evaluation of student performance, adolescent development, selection and creation of resources for use in Marketing and International Business courses, and current issues and directions in education and in the local and global marketplace.

Career Guidance in School: Development and Transition EDU5560H

This course will focus on understanding the critical role of adolescent career guidance for teacher education. It seeks to combine career development theories with guidance work in a school context. The intent is to develop and understand the philosophical basis for guidance practice by reviewing the correspondence between the guidance and career education initiatives (set by the Ontario Ministry of Education and Training) and key concepts in major career choice and development theories. The course will provide teacher candidates with an understanding of major

theoretical tenets. Among issues covered are teacher-counsellor collaboration, skills for guidance and educational intervention, the role of career assessment tools, and helping disadvantaged groups.

Child Abuse and its Appearance in the K-12 Classroom EDU5573
This course will examine Canadian students who are victims of abuse in their families and their communities. We will begin by considering the incidence and characteristics of different forms of child abuse. Models of the development of child abuse and of patterns of perpetration will be presented. Complications arising from differing cultural contexts will be explored. We will discuss how child victims may present in a classroom and how teachers may recognize whether a child is being abused. Using a combination of literature and clinical case review, the implications of experiences of abuse in the lives of our children will be outlined. Finally, we will work together to develop strategies for responding appropriately to child abuse presented in the school environment.

Classical Studies - Latin EDU1200 (Course Weight 1.0)
This course introduces candidates to the philosophy, methodologies and issues related to the teaching of Latin in the intermediate and senior divisions. A variety of instructional and assessment strategies, and approaches to curriculum design will be explored. The course will focus on Latin vocabulary, grammar and syntax, comprehension, derivation and oral reading of prose and poetry. There will also be an emphasis on the social and cultural aspects of Roman civilization. The course will be delivered through a variety of approaches including reflective and active learning.
Prerequisites: Two full university courses in Latin.

Community Development: Innovative Models EDU5115
This course involves the study of innovative models of community development in such areas as housing, childcare, healthcare including mental health services, social service provision, and education, as well as models of community economic development. There is a combination of case studies (both Canadian and international), papers on alternative policies, and critical social analyses both of why there is a need for community development and the significance of this phenomenon for a broader social-change strategy. The community development strategies utilized in the course are based primarily on non-profit and cooperative approaches.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Community, Family and School Relations EDU5514
This course investigates changing relations between and within schools and communities. We will begin with an historical approach to the development of school-home community relations, in a cross-cultural and international perspective. The course will then focus on current developments in Canadian and international educational policy and practice which seek to increase family and community involvement in schooling, and discuss partnerships between schools and corporations. The purpose of the course is to deepen and focus student knowledge of school, family and community relations; to develop critical conceptual tools that will enable teacher education candidates to place contemporary changes in this area of education policy and practice in an historical, cross-cultural and comparative perspective. Furthermore, the course seeks to enable candidates to become responsible, reflective agents of leadership and change in their future school communities. The course will be designed to meet expectations of the Ontario College of Teachers' Standards of Practice in the area of Leadership and Community.

Computer Science Intermediate/Senior EDU1040 (Course Weight 1.0)
This course focuses on discourses in education and culture around computers and technology, in which teachers produce curricula and spaces where diverse student populations can engage in the production of computing knowledge. Knowledge of computing is built by students, teachers, communities, cultures, and globally through relationships and everyday and social/cultural experiences. Preservice teachers, in taking up multiple orientations and pedagogical approaches to the teaching of computers, will explore issues around computer use in secondary schools - e.g. privacy, pornography, relationships, and censorship in cyberspace, conceptual/imaginative interpretations and limitations in computerized environments, and problem-oriented and case study approaches to computing. Facilities are provided for hands-on experience with computers.
Prerequisites: Two full post-secondary courses in computing, or approved field experience.

Cross-Cultural Counselling Skills for Beginning Teachers EDU5518
Ontario schools, faced with changes in the composition of student population and more demands for greater accountability, continue to strive to implement programs to address the needs of all students. Teachers are expected to perform more than their traditional roles and serve as coaches, counsellors and guides for students. This course is intended to provide techniques or skills that a beginning

teacher may employ when confronted with complex situations involving students for which personal guidance and counselling interventions are an appropriate course of action. The course will also assist teacher candidates in developing resource materials for dealing with multiethnic and multicultural student populations.

Curriculum Theory and Practice for Kindergarten EDU5566

The context of the kindergarten classroom is unique. This course explores learning theories, current research, policy changes and curriculum designs for the kindergarten. Teacher candidates will explore the ways in which parents, the community, and early childhood professionals interact during the educative process. Aims and objectives, essential elements and content for kindergarten programs, will be examined.

Data Processing - see Business Studies

Democratic Values, Student Engagement and Critical Thinking EDU5564

This course expands the teacher education program's emphasis on critical reflection on practice which teacher candidates find in their foundational and curriculum courses. Issues of equity and diversity are examined by looking closely at the meanings and implications of such "catch-words" as critical thinking, democratic practices, and student engagement. Case studies based on real teaching situations are examined in order to explore theoretical and practical connections between selected concepts and ideals within teaching practice in today's schools.

Design, Thinking and Problem-Solving in the Classroom EDU5575

In this course the spectrum of problem solving strategies will be studied and experienced, with an emphasis on those familiar to designers where a multitude of solutions are acceptable. Problem solving is a core component of the Ontario curriculum and is a prime motivational approach for learning activities. This course provides a practical teaching framework that acts as both a strategy of presentation to students, and a tool for the development of their classroom activities. The emerging world of online techniques for teaching and learning will be included.

Developing a Personal Philosophy of Education EDU5520

A variety of modern views on aims and methodology in education will be studied with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

Developing Skills of Inquiry, Design and Communication in Science and Technology EDU5517

This course will help teacher candidates to develop: i) understandings about the nature of products and practices in science and technology and how they relate to each other and society and the environment and ii) expertise enabling them to conduct scientific investigations and invention projects of their design leading to conclusions apparent to them. Candidates should be able to teach science and technology in ways that more accurately reflect how scientists and technologists do their work, what limitations they have in developing knowledge and how science and technology may affect each other and society and the environment. Candidates will, as well, be able to assist students with project work in science and technology and, where it exists, science fairs and expositions.

Diversity and Social Justice Issues in Physical Education, Recreation and Sport EDU5116

Feminist and antiracist analyses will be central to the course. With a specific focus on pedagogical implications, readings and discussion will focus on the experiences of disadvantaged social groups including girls and women, ethnic minorities, people living in poverty, lesbians and gay men, people with disabilities, and various sociocultural contexts for physical education, recreation and sport, including schools, universities and communities.
NOTE: Admission to this course is by permission of the instructor. This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Dramatic Arts Intermediate/Senior EDU1070 (Course Weight 1.0)

This course focuses on the philosophy and practice of drama in education with a particular focus on the cognitive, social, and artistic development of the older child and adolescent through both curricular and extracurricular programs. Teaching techniques introduce students to the use of movement and voice, as well as developing an awareness of and practice in drama as an art form. Activities are wide-ranging in their approaches to improvisation, textual analysis, interpretation, scripting. Students will plan individual lessons and units as well as consider the purpose and design of a variety of assessment methods. Prerequisites: Two full university courses in Drama, or approved field experience.

Economics Intermediate/Senior EDU1080 (Course Weight 1.0)

This course introduces candidates to the methodologies and issues relevant to teachers of economics in Ontario. Instructional strategies, assessment techniques and curriculum designs that respect the combined role of

teachers and learners are examined. Special emphasis will be placed on the use of Information Technology and other media to link theory with practice and foster critical thinking. Course delivery methods include interactive sessions, mini-lectures, demonstrations, individual and team presentations, guest speakers and field studies. Practical assignments challenge candidates to apply educational pedagogy to classroom realities. Candidates are encouraged to develop a personal professional philosophy about teaching economics, based on critical and reflective practice.
Prerequisites: Two full university courses in Economics.

Education and the Cultural Organization Community EDU5522
This course will explore parallel education programs in cultural institutions such as museums, galleries, libraries, and heritage organizations. Aspects of museum education, audience development, experiential learning, and teaching in alternative educational settings will be considered in relation to schools, childhood and adolescent learning theory, curriculum, and broader issues within cultural studies. The course will capitalize on the students' various discipline backgrounds and their subsequent practicum experiences in schools.

Education and Work EDU5118
An introduction to critical contemporary studies of relations between the realms of learning and work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and community service work. Special attention will be devoted to the connection between underemployment and lifelong learning.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Effective Micro-counseling Skills for the Classroom Teacher EDU5568
Teachers are increasingly being faced with resolving complex interpersonal situations, listening to sensitive personal stories or offering advice on important life decisions arising from students in their classroom. These situations might involve such areas as serious mental health concerns, abusive relationships with their family or partners, or sexual orientation concerns. Teachers must have the necessary skills to listen non-judgmentally to a student's concerns, and the knowledge and information base to decide when a referral to another professional is appropriate. This course will provide the teacher candidate with an exposure to the principles and practice of basic micro-counseling techniques such as empathic listening, awareness of non-verbal behaviour, cultural sensitivity, and helping students describe their problems. These skills will be achieved through a series of role-play exercises, self-reflection, guest speakers, and directed readings. The goal of this course is to provide teacher candidates with the basic skills and knowledge to be effective listeners and resource persons to meet the needs of a diverse student population.

Emotional and Behavioural Problems in the Classroom EDU5572
This course explores innovative, practical and proactive strategies teachers can employ to manage child behaviour in the classroom. Problems such as aggression, shyness, depression, attention problems and over-activity will be covered. Teacher candidates will learn how to conduct informal assessments of child difficulties and how to modify the classroom environment to ensure optimal student performance and behaviour. Teacher candidates will consider how to work with parents and children concerning classroom-based problems.

English (First Language) Intermediate EDU1101
This course engages students in the practices, resources and theories of English/Language Arts to prepare them for teaching in the intermediate grades. Explorations of written, visual and virtual texts such as literature, media, and technology define the content. Since language is fundamental to thinking and learning, students engage in reading, writing, viewing, talking and representing strategies as the practical grounding for understanding and reflecting on English/Language Arts practices, and for creating sound language curricula. The content, methodologies, evaluation and skill requirements of the course will be linked to Ontario Ministry of Education and Training guidelines.
Prerequisites: Two full university courses in English.

English (First Language) Intermediate/Senior EDU1100 (Course Weight 1.0)
This course engages students in the practices, resources and theories of English/Language Arts to prepare for English teaching at I/S levels. Written, visual and virtual texts such as literature, media and technology define the content. Topics include teaching textual forms, writing processes, classroom language and media/technology. Students will read, write, view, talk and represent their understanding of textuality to reflect on English/Language Arts practices and theories, as preparation for informed curriculum planning and implementation. The content, methodologies, evaluation and skill requirements in English/Language Arts will be linked to Ontario Ministry of Education and Training guidelines.
Prerequisites: Two full university courses in English.

ESL Across the Curriculum EDU5524

This course will help teacher candidates at the primary, junior, intermediate and senior levels develop the skills, knowledge and dispositions to meet the needs of English second language learners in mainstream classes. We will focus on 1) methods and techniques for adapting content-based teaching for ESL students; 2) integrating the formal aspects of English (grammar, vocabulary, pronunciation) into content-based teaching; 3) integrating strategy training and language awareness into mainstream programs; and 4) developing sensitivity to cultural and linguistic diversity. Candidates will be involved in reflective and active learning.

Family Studies Intermediate/Senior EDU1160 (Course Weight 1.0)

This course explores the principles and practices in Family Studies in Ontario. As a foundation for lesson and curriculum design, students will examine personal experience, professional practice, and current research, encompassing the evolving nature of the field, including integrated curriculum; alternative perspectives on teaching and learning; approaches to community-building, and inclusion of diverse learners; assessment and evaluation strategies; management and safety issues; utilization of technology; reciprocal school, community, and societal impact. Assignments will require students to prepare practical applications and to apply educational pedagogy to classroom realities. Students are encouraged to develop a personal philosophy about teaching Family Studies, based on critical and reflective practice.

Prerequisites: Three full university courses in Family Studies.

French (Second Language) Intermediate EDU1111

This course will help teacher candidates develop the skills, knowledge and dispositions expected of beginning core French teachers at the intermediate level. The course will focus on 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media and technology and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education and Training guidelines; 3) methods and techniques for teaching in extended and immersion French programs. Candidates will be involved in reflective and active learning. This course is offered in French.

Prerequisites: Five full university courses in French and demonstrated proficiency in speaking and writing the language.

French (Second Language) Intermediate/Senior EDU1110 (Course Weight 1.0)

This course will help teacher candidates develop the skills, knowledge, and professionalism expected of beginning core French teachers at the intermediate and senior levels. We will focus on: 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media, technology, literature, and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education guidelines; 3) electronic conferencing to support a collegial learning environment; 4) the creation of a professional portfolio. Candidates will be involved in reflective and active learning. This course is offered in French.

Prerequisites: Five full university courses (15 credits) of French and demonstrated proficiency in the language.

Gaining Confidence in Mathematics: A Holistic Approach to Overcoming Mathematics Anxiety EDU5146

It has been well documented that many adults experience math anxiety, possibly due to the traditional way they have been taught math in their own schooling. This course offers a multifaceted approach for dealing with elementary teachers' math anxiety, based on holistic education principles. It will include math work for improving competence, utilizing reform-based approaches, as well as strategies for dealing with the anxious feelings, changing one's beliefs about math and gaining confidence as a math learner and teacher. Guided by the instructor and possibly also by one or more 'coaches', participants will work in small groups on selected math problems and activities at an appropriate level of difficulty. Various journal writing, group reflection, relaxation and guided visualization activities will be used in helping participants become aware of, and start dealing with their emotional and cognitive blocks in relation to math. Such work should allow participants to improve their attitudes toward math and open the door to accessing their mathematical intuition and creativity. A discussion of how the strategies used in the course, or reported in the literature, can be adapted for math-anxious students will also be included.

NOTE: This course is open to Primary/Junior candidates only. This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Games Boys Play: Masculinities in Multicultural Classrooms EDU5580

This course will focus on gender identity and sexuality as experienced by boys in the school environment. Masculine identities are produced and reproduced in the classroom as a result of the relationship with the teacher, the curriculum and peer-group. Far from being fixed, these identities are continuously challenged and renegotiated. By understanding these flexible masculinities, teachers can support learning in more effective ways. We will use sport, popular culture, fiction and cinema to examine these ideas. For example, looking at James Barrie's Peter Pan (film: Captain Hook), we can understand the fears and anxieties about boys' rites of passage in becoming men and the games that are played out to achieve this. A selection of short stories by Austin Clarke (the Canadian-Barbadian writer) will help us understand how first and second generation men and boys 'act-out' the different ways of being male in a multicultural society. Excerpts from films, such as 'The Full Monty' and 'Billy Elliott' will help us to get an insight into white working class boys' attitudes to gender and sexual orientations. In a similar way John Singleton's 'Boyz and the Hood' would allows us to see how black masculinities can be a critical performance in Toronto schools and neighbourhoods. We will also attempt to understand how the male 'superhero' images found in comic books and films (e.g., Superman, Batman, Spiderman) affect the way in which boys experience their emotions.

Gender Equity in Schools and Classrooms EDU5532

This course encourages prospective teachers to think about aspects of their work that have implications for gender equity. Examples of topics include: gender and our own school memories; access, participation and achievement; how schools are organized around gender; classroom treatment of girls and boys; coeducation vs. single-sex education; notions of masculinity and femininity; sexual harassment in schools; teachers' career paths; women's studies and feminist pedagogy. Issues are placed within a framework that considers gender roles and social change, feminist theories and questions about "equality" and "difference", and how gender operates together with other social divisions and designations such as race, class and sexual orientation.

Geography Intermediate EDU1441

This course facilitates the development of understandings and strategies for using the concepts and skills of geography to help students learn. Particular emphasis will be given to the learning needs of young adolescents. Candidates design and develop lessons and curriculum materials that are appropriate for diverse learners, and for teaching different kinds of geographic social science content, both across the curriculum and as a separate subject.

Prerequisites: Two full university courses in Geography.

Geography Intermediate/Senior EDU1440 (Course Weight 1.0)

This course facilitates the development of understandings and strategies for using the concepts and skills of geography to help students learn. Candidates develop lessons and curriculum materials that are appropriate for diverse learners and for teaching different kinds of geographic social science content, including international and cross-cultural material. Consideration is given to issues related to current curriculum reform. The course includes inquiry models, field study, the application of technology in learning, feedback-oriented assessment, and a variety of instructional techniques. Assignments involve practical applications and critical reflection.

Prerequisites: Two full university courses in Geography.

German - See International Languages

Gifted Education: Working with Students of High Academic Ability EDU5529

This course will encourage participants to (1) deepen their understanding of the nature of giftedness as an exceptionality, (2) acquire a good working knowledge of theory-based and empirically-validated ways to adapt classroom instruction to meet the educational needs of developmentally advanced students, and (3) learn about encouraging gifted-level development in diverse learners. Questions will be addressed paying particular attention to the practical implications of DEFINITION: What is giftedness/creativity? How does it develop? IDENTIFICATION: When are students gifted/creative? How can they be identified? And PROGRAMMING: What curriculum adaptations are required, and when? Theories and research will be reviewed from various disciplines, including cognitive science, developmental psychology, educational psychology, and special education. Applications to both integrated and congregated gifted classroom settings will be considered.

NOTE: Open only to Intermediate/Senior candidates.

Health and Physical Education Intermediate EDU1251

This course of study prepares future teachers to design and deliver contemporary intermediate level (grades 7-10) health and physical education programs. It is consistent with the national and provincial trend towards de-emphasizing competitive team sports and focuses on wellness and the process of guiding youngsters to develop

the knowledge, skills and attitudes that lead one to become physically active for a lifetime. Participants relate social, cultural, economic and political factors to teaching and student learning and their ability to work collaboratively within the school setting, systems and the community.

Health and Physical Education Intermediate/ Senior EDU1250 (Course Weight 1.0)
This course of study prepares future teachers to design and deliver contemporary Intermediate/Senior level (grades 7-12) health and physical education programs. Teacher candidates will experience effective methods to teach movement patterns, motor skills, and team concepts so that their students will enjoy success in physical activities throughout their lifetime. They will learn to deliver active living health concepts through various teaching methods so their future students will develop better decision-making abilities with regard to their own health. Participants will understand and employ various teaching approaches, which acknowledge both the unique growth of individual students and also the sequential stages of learning. Participants will also explore, practice, and evaluate safe action while teaching, coaching, and supervising physical and health education activities.
Prerequisites: Two full university courses in Physical and Health Education. Consideration will be given to equivalent field experience.

History Intermediate EDU1151
This course has a dual focus. First, it prepares candidates to deal with the value, issues, and challenges of teaching intermediate History. Second, it helps candidates develop a repertoire of diverse teaching and assessment methods appropriate for Intermediate students. Course activities focus on Canadian History (as prescribed by the provincial guidelines), but links will be made to other histories, and to other subjects. Course methods involve lectures, demonstrations, interactive sessions, small group activities, and field study. Assignments promote the connection of theory and practice through practical applications of the methods studied, and through reflections on practice.
Prerequisites: Two full university courses in History.

History Intermediate/Senior EDU1150 (Course Weight 1.0)
This course will introduce candidates to the methodologies and issues relevant to teaching History in Ontario in the intermediate and senior divisions (grades 7-12). A variety of teaching/learning strategies, assessment techniques and approaches to curriculum design will be explored. Adapting the history program to meet the needs of a diverse student body will be highlighted. The course will also introduce candidates to new directions for reshaping the History curriculum. Course methods include demonstrations, interactive sessions, small group activities and field studies. Assignments will require candidates to develop practical applications and to link theory and practice.
Prerequisites: Two full university courses in History.

History of Gender and Education in Canada EDU5122
This course explores the changing dimensions of gender relations in Canada from the late 18th to the 20th century. It will examine selected social, cultural, economic, and political developments, shifting meanings of femininity and masculinity in these developments, and their effects on formal and informal forms of education.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

History Wars: Issues in Canadian History Education EDU5589
This seminar/workshop style course is designed to give students interested in history and social education generally a broad overview of some of the key issues shaping and re-shaping curriculum and policy in the field of history and social studies education in Canada, in the context of North American and European education. It will focus on some of the "hot topics" relating to history education that have emerged in the Canadian limelight following the publication of Jack Granatstein's inflammatory Who Killed Canadian History? Topics will include the debates about what should be taught in Canadian history classrooms and the pedagogy that best supports them; recent research pertaining to how children "think historically;" discussions about historical consciousness and citizenship education within the Canadian nation state. It will also explore the relationship between public history, 'schoolhistory' and the work of professional historians.

Holistic Curriculum Approaches in Elementary School Mathematics EDU5142
The inclusion of holistic curriculum approaches can turn elementary mathematics education into a deeply meaningful and enriching experience for both teachers and students. Through a variety of activities such as hands-on group explorations and creative problem solving, journal writing, group and class discussions, presentations and joint task design, participants will be able to explore topics from among the following: Holistic math learning environments; multiple intelligences theory and its implications for the math classroom; linking math with real life, integrating math with language arts through use

of writing activities, children's literature and oral communication activities; integrating math with other disciplines such as fine arts, social studies and language arts; authentic assessment.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Home Education as an Alternative to Public Education? EDU5117
Home education, also known as home schooling and home-based learning, is an increasingly common educational method and context for elementary and secondary age students within Canada and the USA and beyond. As a phenomenon (that is, a movement and practice) it has subtly influenced the face of public education and profoundly impacted its laws. The focus of this course is on: first, exploring the characteristics and history of the home education movement in North America; second, examining the practices and processes of parent-teachers; and third, investigating the intersection of home education and public education. The intention is to both critique and challenge the assumptions of public and home education while providing a forum for the commencement of scholarship on the topic. The expectation is for course participants to complete a project of their choosing which may include one or more of the following: a review of literature, a personal account of home education, a critical essay, a proposal for a research project or a mini (pilot) research project.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Immigration and the History of Canadian Education EDU5128
This course studies both the historical impact of immigrants and immigration on the Canadian school system and the equally important question of the school's role in guiding immigrant students to assimilation/integration into the mainstream Canadian community. The course is organized around a chronological frame beginning with pre-Confederation and working through to today. Given the tremendous impact of immigration in the Greater Toronto Area since World War II, the course gives this era special weight. The course also balances discussion of two different and often historically opposing frames of reference: the agenda of the state and its constituent parts (especially the educational system) with regard to immigrants and immigration vs. the agenda of immigrants and their individual and collective understanding of the immigration and settlement process.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Indigenous Peoples and Medias EDU5516
Cultural productions in which Aboriginal peoples engage to tell stories include media, film, photography, newspapers and written texts. This course will endeavour to understand Aboriginal texts through examining media, film, and multi-media sources written and produced by Aboriginal peoples (including experimental and independent productions). This course will exclusively involve literature/productions from Aboriginal authors, storytellers, filmmakers, photographers and activists whose compelling stories and productions engage in decolonizing, cultural vitalization and self-determination.

Individual and Society Intermediate/Senior EDU1270 (Course Weight 1.0)
This course introduces candidates to the issues around and methodologies for teaching Social Science/Contemporary Studies courses in Ontario. A range of teaching methodologies, assessment approaches, and curriculum designs will be examined and developed. This course will also focus on issues and questions related to current curriculum reform efforts. Course methods include lectures, demonstrations, interactive sessions, small group activities, and field studies. Assignments will require candidates to prepare practical applications and to link theory and practice. Special emphasis will be placed on the use of information technology and other media in the classroom in order to foster critical thinking.
Prerequisites: Two full university courses in Psychology, Sociology or Anthropology.

Information Literacy and the Curriculum EDU5521
The focus of Information Literacy and the Curriculum is the comprehensive integration of information literacy skills and information technology in all Ministry Of Education curriculum at all grade levels and disciplines. Teaching and learning strategies, curriculum unit development, and Internet and other electronic literacy skills are components of both course development and course delivery. Strategies developed in this course will enable the candidate not only to use the skills developed for their classroom teaching but provide a solid and comprehensive foundation for their own course work in all areas throughout the year. Lectures, seminars and workshops are designed to integrate the subject expectations of the Ontario curriculum with an Information Studies Curriculum of Inquiry and Research, Information Technologies and Information and Society. The course provides a varied and multi-faceted resource-based framework for integrating curriculum with

appropriate resources either print or electronic and the authentic selection, integration and use of those resources. The course provides a thorough overview and application of theory and practice.

Inqueeries About Education EDU5576
This course will focus on matters of equity, inclusion, and school reform as these pertain to differences of sexual orientation among students. Course content and instruction will focus on understanding and addressing those educational issues confronting lesbian, gay, bisexual, transgendered, and queer students; strategies and resources for challenging homophobia and heterosexism; and approaches which seek to normalize homosexual identities and promote healthy development by reducing self-hatred and confusion. Parallel identifiers of race, ethnicity, gender, and beliefs will also be explored, along with curriculum materials and community support services that promote sensitivity and visibility. Dialogue will reveal questions of significance for lesbian, gay or bisexual educators, and how a queer identity can inform one's professional life.

International Languages Intermediate/Senior (Course Weight 1.0)

- ✦ German EDU1140
- ✦ Italian EDU1190
- ✦ Spanish EDU1310
- ✦ Other EDU1180

These courses will help teacher candidates develop the skills, knowledge and dispositions expected of beginning teachers of international languages. Although the emphasis will be on school programs at the intermediate and senior levels, the courses will also expose students to community-based programs for intermediate-level learners. Courses focus on: 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media and technology, literature and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education and Training guidelines; 3) multi-level classes. Candidates will be involved in reflective and active learning.
Prerequisites: Five full university courses in the target language and proficiency in speaking and writing the language.

Internship
The Internship consists of field-based experience. It allows candidates to deepen and broaden their skills and knowledge in terms of the Standards of Practice for the teaching profession developed by the Ontario College of Teachers.

NOTE: Course number and course weight are not applicable to the Internship.

Issues in International and Global Education EDU5536
This course investigates contrasting perspectives of international and global education and their representation in elementary and secondary school curriculum in Canada and other parts of the world. Inquiries into and critical analyses of various teaching and learning strategies, curriculum resources, and school-based initiatives used to nurture global and international understanding will be addressed. Participants will have opportunities to integrate global and international themes such as human rights, social justice, cultural diversity, citizenship, economic globalization, technology, and environmental sustainability into their curriculum design work and teaching practice.
Italian - See International Languages

Junior/Intermediate EDU1450 (Course Weight 1.5)
The Junior/Intermediate curriculum course will enable teacher candidates to understand and apply the knowledge, skills and attitudes necessary for designing and constructing effective programs that meet the diverse needs and interests of every student. Teacher candidates will examine instructional approaches and perspectives appropriate for teaching students in the Junior/Intermediate divisions (grades 4-10) in Ontario schools, aligned with the Ontario Ministry of Education and Training curriculum guidelines. Emphasis will be placed on a high level of participation in course activities, including seminars, discussions, workshops, demonstrations, field work, reflective practice, research, and group assignments. Classroom organization and management, assessment and evaluation, and information technology will be integral components of curriculum studies. Teacher candidates will participate in field experiences with partner schools throughout the year in order to facilitate the interrelationship of practice and theory.

Knowledge, Mind and Subjectivity EDU5147
The course is designed to help teachers reflect on our involvement in the production of knowledge and knowers, teaching and learning. It will consider both modern and postmodern literature, with particular emphasis on Michel Foucault's notion of power/knowledge. Some of the topics addressed are: constructivist approaches to teaching; Whose knowledge counts?; as well as mainstream and alternative representations of "learning" and "teaching".
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Language and Culture in the Classroom EDU5588
This course is designed to help international and new Canadian preservice teacher candidates become familiar with the professional conventions prevalent in Canadian teaching contexts while developing oral, written and cross-cultural communication skills. This course will also provide teacher candidates with resources, strategies, and techniques for continuing to improve their intercultural communication skills as well as spoken and written English independently once the course is over. The issues explored will include classroom management, the role of the teacher, grading practices, parent expectations, professionalism in teaching as well as appropriate vocabulary and register, common colloquialisms, grammatical accuracy and style. Case studies set in Canadian classrooms, video recordings of effective teaching and guest speakers from schools will be integrated into this course. The analysis of provincially approved teaching resources will enable teacher candidates to develop a better understanding of the diverse range of Canadian teaching contexts as well as comm8on professional practices. While teacher candidates will be invited to compare different teaching contexts around the world, their diverse language backgrounds will be taken into account and cross-cultural differences will be addressed throughout the course.

Latin - See Classical Studies

Managing Conflict in Classrooms and the School Workplace EDU5538
This course is an in-depth examination of concepts and strategies for facilitating the constructive management of conflict in classrooms and schools. First, participants will learn and develop a range of approaches to helping students improve their capacities for communication, conflict resolution, problem solving, equitable participation in decision-making, and autonomous self-discipline. Second, participants will strengthen their capacities for understanding and handling conflict with other adults in the school workplace, such as diverse colleagues and parents. Activities and discussions will be built around two central ideas: conflict (its value for learning and its management or resolution at the classroom, school, and board levels) and democracy (facilitating the development of diverse 'students' and effective 'citizens'). The course uses a workshop/seminar format. Each participant will build their capacity to evaluate their own skills and to plan educational and communicative strategies in relationship to their own long-range goals, values, and skills as developing teachers. Attention will be given to diverse school contexts at the primary, junior, intermediate, and secondary levels.

Marketing and Merchandising - see Business Studies

Mathematics Intermediate EDU1221
This course is designed to prepare participants to teach students mathematics at the Grade 7-10 level in a thoughtful and interactive way. Participants will explore a variety of teaching techniques which are useful in teaching and assessing today's students as they experience the current mathematics curriculum.
Prerequisites: Two full university courses in Mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Mathematics Intermediate/Senior EDU1220 (Course Weight 1.0)
A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry of Education and Training Guidelines.
Prerequisites: Two full university courses in Mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Models of Teaching: Enhancing Classroom Practice EDU5542
How do teachers improve their teaching in order to improve student learning? There are many powerful models of teaching - also known as instructional strategies - which promote and enhance particular kinds of learning. This course complements the basic teaching techniques introduced in Curriculum and Instruction courses by broadening and deepening a teacher candidate's repertoire of instructional strategies. Specific strategies/models addressed include: direct instruction, concept attainment, cooperative learning, inquiry and role-playing. Theory, design and practice will be combined to learn how to apply these and other models in elementary and secondary classes for all subjects.

Music Enrichment for the Elementary Classroom Teacher EDU5523
This course explores topics that promote a deeper personal understanding of musical skills and knowledge than can be covered in the regular music component. Topics include: reading music, key signatures, time signatures, developing the singing voice, conducting the primary and junior choir, selecting repertoire and making connections in music to the rest of the curriculum.

Participants will receive a package of resource material that is keyed directly to the Ontario Curriculum, Arts (Music).
NOTE: This course is not open to Music Education specialists or candidates enrolled in Music Intermediate or Music Intermediate/Senior, Instrumental or Vocal.

Music Intermediate
Candidates may select only one of the following:

✦ **Instrumental EDU1231**
Prerequisites: Two full university courses in Instrumental Music or demonstrated proficiency in brass, winds and strings.
OR

✦ **Vocal EDU1241**
Prerequisites: Two full university courses in Music, or appropriate background in music.

These courses investigate approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and incorporate personal experience with music and technology (MIDI) and media arts.

Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in grades 7-10. Current music education philosophies, Ministry of Education and Training policy and best practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

Music Intermediate/Senior
Candidates may select only one of the following:

✦ **Instrumental EDU1230 (Course Weight 1.0)**
Prerequisites: Two full university courses in Instrumental Music or demonstrated proficiency in brass, winds and strings.
OR

✦ **Vocal EDU1240 (Course Weight 1.0)**
Prerequisites: Two full university courses in Music, or appropriate background.

These courses investigate approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and personal experience with music and technology (MIDI) and media arts. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in grades 7-graduation. Current music education philosophies, Ministry of Education and Training policy and best practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

Ontario Education (on-line) EDU5149
This course provides students with an overview of persistent and recurring themes in Ontario education. Through assigned and personally selected readings, online discussion and self-selected research reports, it presents students with opportunities to delve into the interdependent relationships among Ontario education and the wider fields of provincial, national and international histories. The course utilizes an historiographical approach to examine how gender, race, religion, class and ethnicity have impacted on the history of Ontario education. The course will be delivered through computer mediated conferencing.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Perspectives on Adult Education EDU5582
A study of adult education programs offered by public, private and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

Philosophical Conversation on Educational Practice EDU5585
This course will focus on a philosophical discussion of crucial educational issues and practices in teaching. The focus will be on open philosophical conversations and dialogue that will provide student teachers with an opportunity to begin to form their views and support for their views on topics such as: dealing with controversial issues in teaching; the challenge of indoctrination and the hidden curriculum; democracy and pluralism in education; students' and parents' rights; critical teaching and the authority of the teacher; standardization and students' needs and interests; and censorship and freedom of speech in the classroom. Contemporary Canadian cases will be used. The course is based on the view that philosophy is a critical inquiry and that such inquiry has a direct bearing on practical educational decisions.

Politics Intermediate/Senior EDU1260 (Course Weight 1.0)
This course explores contrasting images of political education in democratic contexts with special attention to curriculum perspectives and instructional practices used in intermediate and senior Politics courses in secondary

schools in Ontario. A variety of learning methodologies, assessment approaches and curriculum design practices will be examined and developed. Special attention will be given to issues and questions related to 'education for citizenship' as it is addressed in the intermediate Civics course, senior Politics courses, and across the curriculum. Course methods include lectures, demonstrations, interactive sessions, small group activities, independent and group investigations, and field studies. Assignments will require candidates to prepare practical applications for Politics courses and to think critically and reflectively about the links between theory and practice.
Prerequisites: Two full university courses in Political Science.

Practicum EDU4010
The practicum consists of two main components: (i) orientation to schools, with a focus on school culture and school community; and (ii) classroom practice related to the candidates specific program. Teacher candidates are assigned, during fall and winter practicum sessions, to schools or other settings approved by the Ontario College of Teachers, for a minimum of forty days of combined observation and practice related to these components. As well, candidates may be involved in additional field activities connected to their program through the year.

Primary/Junior Education EDU1420 (Course Weight 2.0)
The Primary/Junior curriculum course will enable teacher candidates to understand and apply the knowledge, skills and attitudes necessary for designing and constructing effective programs that meet the diverse needs and interests of every student. Teacher candidates will examine instructional approaches and perspectives appropriate for teaching students in the Primary/Junior divisions (K-6) in Ontario schools, aligned with the Ontario Ministry of Education and Training curriculum guidelines. Emphasis will be placed on a high level of participation in course activities, including seminars, discussions, workshops, demonstrations, field work, reflective practice, research, and group assignments. Classroom organization and management, assessment and evaluation, and information technology will be integral components of curriculum studies. Teacher candidates will participate in field experiences with partner schools throughout the year in order to facilitate the interrelationship of practice and theory.

Prior Learning Assessment and Recognition (PLAR) EDU5583
This course examines the principles of PLAR and how learning that occurs outside of school is translated into school achievement. Candidates will explore the utilization of PLAR by means of applying these principles to their own learning.

Professional Ethics in Teaching EDU5544
This course aims to integrate the following three purposes through a combination of seminar-style discussions, lectures, small group exercises and presentations:
1. to acquaint students with past and current theoretical/philosophical knowledge in the field of applied educational ethics; the moral/ethical dimensions of teaching will be thoroughly explored,
2. to build on the practicum component of the program; since ethical complexities underlie the daily realities of teaching, ethical issues, conflicts and moral dilemmas will be considered through the use of case studies describing practical situations. Cases may deal with ethical situations arising in such areas as professional relations with colleagues; implementation of administrative policies, curricular choice; student evaluation; discipline and the enforcement of school rules/norms; dealing with parents and the community,
3. to address the influence of the Ontario College of Teachers with specific emphasis on the Statement of Ethical Standards

Psychological Foundations of Learning and Development EDU3506
This course focuses on the psychological principles of learning and development in childhood and adolescence, with particular emphasis on their relevance and application to schooling. Its goal is to introduce students to key psychological concepts, such as intelligence and motivation, and their interrelations with the diverse developmental characteristics of the learner. Students will also be encouraged to consider the independent and interactive roles of the student, the family, the school, and society in the learning process.

Religion and Social Movements in the History of North American Education EDU5148
This course will provide students with an historical overview of religion as a shaping factor in the history of education in North America. The course will begin by examining the historical ways in which religion and state have interacted in the North American common square and how and why the American and Canadian experience with regard to the place of religion have been different. Using the United States as comparative foil, students will then turn to discussion of why compromise over religiously

based schooling was a critical precondition for Confederation and what that compromise has meant for the development of Canada and Canadian education through the era of national expansion and into our own time. The course will then explore a series of historical tensions between confessional communities and the state and how those tensions have played themselves out through to our own times. These tensions include disputes over religious and values instruction in the schools, the Catholic struggle for full funding in Ontario, battles over accommodation of religious and often non-Christian minorities and non-believers in the public schools, and the growth of religiously-based private schools and their efforts to tap public funding.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Religious Education Intermediate/Senior EDU1280 (Course Weight 1.0)
Primarily intended to prepare teachers of Religious Education in Roman Catholic secondary schools, the focus of the course is the discipline of Religious Education and not religious doctrine. This course examines contemporary theories and issues of pedagogy, analyzes present guidelines and support materials, and addresses teaching models and assessment practices relevant to the field of Religious Education.
Prerequisites: Five full university courses in Theology or Religious Studies.

School and Society EDU3508
This course will help teacher candidates develop a critical awareness of the intersections among schools, classrooms, communities, and society within the changing context of the learning environment. The course addresses the varieties of students who enter the classroom in terms of their diverse social origins, cultures, identities, and social status. The course helps new teachers understand the ways in which their professional work (inside and beyond the classroom) helps prepare these diverse students to be active participants in a changing society. It engages participants in an examination of the purposes of education, education policy, and of teachers' responsibility to work productively with school colleagues and other adults to achieve equitable access, experiences, and outcomes for all students.

School Change and the Learning Organization EDU5586
This course is a study of theory, research, and practice of The Learning Organization as the concept applies to change management in schools. The course will be taught in a seminar style, employing a variety of learning strategies including film, reading journals and individual and group reflection on the experience of participants in the class. Students will gain a critical appreciation of schools as complex organizational sites and of the application of contemporary management theories to problems of institutional change and professional development. The course will emphasize the centrality for teachers of developing both organizational and critical reflection skills to function effectively as agents for change in these turbulent times in the field of education.

Science

Candidates who select two Science teaching subjects must have a minimum of eight full university courses in the sciences and these must include the prerequisites for each of the selected Science teaching subjects.

✦ Science - Biology Intermediate/Senior EDU1470 (Course Weight 1.0)
Designed to prepare teachers of Science in the Intermediate and Senior Divisions (grades 7 to 10 Science and grades 11 and 12 Biology), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.
Prerequisites: Any five full university courses in Science, with four of those courses in the area of Biology.

✦ Science - Chemistry Intermediate/Senior EDU1480 (Course Weight 1.0)
Designed to prepare teachers of Science in the Intermediate and Senior Divisions (grades 7 to 10 Science and grades 11 and 12 Chemistry), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.

Prerequisites: Any five full university courses in Science, with four of those courses in the area of Chemistry.

✦ Science - General Intermediate EDU1301
This course is designed to prepare teachers of science in the intermediate division (grades 7-10). It explores the teaching of selected units in all five strands from the Ontario Science and Technology Curriculum guideline. Attention is paid to the skills of lesson planning, laboratory techniques, teaching strategies, and assessment and resources, through workshops, lectures and lab activities.
Prerequisites: Three full university courses in Science.

✦ Science - General Intermediate/Senior EDU1300 (Course Weight 1.0)
Designed to prepare teachers of Science in the Intermediate and Senior Divisions (grades 7 to 10 Science and grades 11 and 12 Biology, Chemistry and Physics), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.
Prerequisites: Any five full university courses in Science with a minimum of one full course in each of Biology, Chemistry, and Physics.

✦ Science - Physics Intermediate/Senior EDU1490 (Course Weight 1.0)
Designed to prepare teachers of Science in the Intermediate and Senior Divisions (grades 7 to 10 Science and grades 11 and 12 Physics), this course deals with the Overall and Specific Expectations of the Ontario Science Curriculum. The course provides opportunities to develop a practical understanding of instructional methods and skills through unit and lesson planning in a variety of classroom contexts. Furthermore, candidates will be introduced to safe laboratory work, the effective selection and use of resources, the integration of technology into teaching, a variety of assessment/evaluation strategies, and to creating an inclusive and motivating learning environment. Throughout the program, efforts are made to integrate theoretical ideas and perspectives from the educational research literature with teaching and learning practices in schools.
Prerequisites: Any five full university courses in Science, with four of those courses in the area of Physics.

Spanish - See International Languages

Teacher Education Seminar EDU6000 (Course weight 1.0)
This course focuses on the connections among the candidates' professional courses, the practicum, and their personal experiences. The course provides opportunities for candidates to synthesize their learning in these areas in order to develop: an understanding of the process of becoming a teacher; a personal identity as a teacher, and a foundation for continuing professional growth as an individual and as a member of the teaching community.

In the Primary/Junior and Junior/Intermediate programs, the Teacher Education Seminar will focus on individual and collaborative processes (e.g., portfolio assessment, action research, computer conferences) that promote an integrated and informed understanding of teaching and learning through a variety of lenses, such as equity and diversity. Directed field experiences with contributions from educators in the partnership districts will be emphasized.

In the Intermediate/Senior and Technological Studies program, the Teacher Education Seminar provides a context and reinforcement for studies undertaken in the professional courses and the practicum, including: principles of assessment and evaluation; effective learning environments and classroom management; special education; Standards of Practice for the teaching profession; and approaches both for promoting diversity and equity in school programs, and for addressing discrimination.

Teachers and School Law EDU5145
This course focuses on policy and legislation designed to manage and regulate our publicly-funded education system. The Ontario Education Act and Regulations provide a framework regarding the powers and responsibilities of school boards, teachers and principals. In recent years, the government has restructured the education system in Ontario. In addition to navigating through major components of the legislation, the course will examine negligence and liability issues, student records and confidentiality, the changing role of school principals, documenting teacher performance, the Internet in a school context and dealing with problem parents.

The recent introduction of the Safe School Act, 2000 will provide an opportunity to critically assess measures to be taken to ensure a responsible and respected school environment. In addition, the course will examine constitutional aspects of education in the context of conducting a search of a student, independent student publications and the off-duty conduct of teachers.
NOTE: This course will be taught at the Faculty of Law and is available to both students of the Faculty of Law and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Teachers' Work: Classrooms, Careers, Cultures and Change EDU5121
This course will draw upon sociological perspectives and techniques to study the work situation of teachers. Teachers will be considered as individuals, in their classroom roles, as colleagues in workplace cultures, and as members of an occupation. These topics will be set as the context of the social role of education and of contemporary social and educational issues and debates.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Teaching in French Immersion EDU5552
This course will help teacher candidates develop the skills, knowledge and dispositions expected of beginning French immersion teachers at the primary, junior, intermediate and senior levels. We will focus on 1) methods and techniques for content-based teaching in immersion; 2) integrating the formal aspects of French language teaching (grammar, vocabulary, pronunciation) into content-based, immersion teaching; and 3) integrating culture, strategy training, language awareness into immersion curricula. Candidates will be involved in reflective and active learning. This course is offered in French.
NOTE: This course does not lead to teaching certification for FSL.
Prerequisites: Demonstrated proficiency in all aspects of communicative competence in French by successfully completing the French Language Proficiency Test. An extended stay in a francophone milieu is highly recommended for non-native speakers of French.

Technology for Teachers EDU5574
In this course candidates will have a very practical hands-on opportunity to explore the technology they (and their students) will encounter in the classroom. While doing so, candidates will examine many of the underlying issues involved in using and managing these technologies. Together we will explore the use of desktop computers, school networks, educational software, the Internet, and multimedia production. We will also take a number of field trips to actual schools to work with in-service teachers who use technology in their own teaching. Some of the issues we will discuss include the development of critical analysis skills and resource evaluation skills (for both the teacher and the student). The immediate goal of the course will be to make the candidate feel more comfortable incorporating technology into their unit planning and classroom management activities during their program of study.

The Origins of Modern Schooling II: Problems in 19th and 20th Century Education History EDU5134
This course traces the historical emergence, development and coming of age of a modern schooling system in North America. Recognizing that the unfolding of a universal, compulsory and publicly funded system of schools in North America did not take place in a vacuum, the course is careful to place the evolution of schools and schooling into the context of the major social, economic and political forces which shaped and are continuing to reshape our modern era. In addition to exploring how schools and the school support structure evolved through the 19th and 20th centuries, this course will also discuss how and if the schools reflect and serve the societies of which they were and are a part.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Theories and Practices of Alternative Education and Schooling EDU5527
Through an Analysis of various theoretical works on alternative education and their implementation, teacher candidates will explore the history and continued viability of non-traditional approaches to pedagogy, curriculum design and the structure and content of schooling. The course will include presentations by teachers, students, parents and community members involved with various alternative programs and visits to selected program sites. Both elementary and secondary alternative programs will be studied.

Using Classroom Assessment to Enhance Student Learning EDU5138
Classroom assessment is one of the most pressing issues for both veteran and novice teachers. This course enhances teacher candidates' knowledge of classroom assessment theories and strategies. The focus is on theory, research and practice and will include attention to: applying a variety of classroom assessment strategies, identifying learning

expectations and indicators, matching assessment to expectations, assessing students' work, and using feedback strategies for learning. Classes continue to meet during the Orientation/Practicum.

Visual Arts Intermediate EDU1011
Lectures, seminars, studio workshops, action research, and guest speakers will enable candidates to expand their understanding and appreciation of visual arts experiences, and gain confidence in their ability to deliver appropriate and challenging studio, art history, critical thinking, and aesthetics activities at the senior elementary or junior secondary level (grades 7 to 10). Topics include: art education philosophy; implementing Ontario Ministry of Education and Training curriculum policy and expectations; instructional methods and strategies; authentic assessment and practical evaluation strategies; artistic growth and adolescent development; design concepts; curriculum integration; lesson and unit planning; health and safety practices; managing art materials and the classroom environment; and use of community resources.
Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent.
NOTE: Candidates must have studio-oriented experience.

Visual Arts Intermediate/Senior EDU1010 (Course Weight 1.0)
Lectures, seminars, studio workshops, action research, and guest speakers will enable candidates to expand their understanding and appreciation of visual arts experiences, and gain confidence in their ability to deliver appropriate and challenging studio, art history, critical thinking, and aesthetics activities at the secondary level. Topics include: art education philosophy; implementing Ontario Ministry of Education and Training curriculum policy and expectations; instructional methods and strategies; authentic assessment and practical evaluation strategies; artistic growth and adolescent development; design concepts; media arts and technology; lesson and unit planning; health and safety practices; managing art materials and the classroom environment; use of community resources; and the teacher's personal artistic development.
Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent.
NOTE: Candidates must have studio-oriented experience.

Women, Diversity and the Educational System EDU5140
This course will investigate the changing situation of women in society and the implications for girls' and women's education, with particular attention to classroom climate, educational programs and curricula. Girls' and women's experiences of racism, socio-economic oppression and homophobia will be central to our discussions. Within those topics, we will examine issues of power and responsibility, concerns about physicality and sexuality, and experiences of harassment and violence, as well as recent practical initiatives towards woman-centered, anti-racist education in schools, universities and the community.
NOTE: Admission to this course is by permission of the instructor. This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Writing, Reading, Talking and Learning: Discourse Relationships in the Classroom EDU5123
This course is for teachers interested in language practices - both oral and written - in middle school/secondary classrooms. We will examine language on several levels: as an instrument for learning and making sense of new knowledge, giving "voice" to learners, building communities, social, cultural and gendered conditions, and cultivating newcomers into particular disciplines. Class readings, the language of and in our class and classrooms represented through text and video (such as the British Oracy Project tapes and student learning logs) will support our inquiries and lead toward (re)conceiving a theoretical framework for structuring language practices and strategies in schools.
NOTE: This course is available to both graduate and teacher education candidates. Classes continue to meet during the Orientation/Practicum.

Youth Popular Culture and Schooling EDU5556
This course attempts to characterize the complex world of social problems in which teachers and students learn. We will explore the experiences of youth sub-cultures drawing from raves, house, and heavy metal parties; the use of techno, rap, hip-hop and reggae music sub-cultures; drugs, fashion and its relationship to anorexia; and the relationship between youth in shopping malls and school hallways. Also to be explored is the role of the media; how it has imagined or constructed youth as a particular community with shared interests, and how young people resist these stereotypes in school, families, and communities creating independent representations of their own lives.

Technological Studies

✦ Bachelor of Education

✦ Diploma in Technical Education

Ontario Teachers' Certificate of Qualification (O.T.C. of Q.)

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers and who meet all requirements of the program, may be recommended to the Ontario College of Teachers for an **Ontario Teacher's Certificate of Qualification** (O.T.C. of Q.). This qualifies the holder to teach technological subjects in the Intermediate and Senior divisions of Ontario schools.

Bachelor of Education Degree and Diploma in Technical Education

The **Bachelor of Education** degree will be awarded to candidates who hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, and who successfully complete a program leading to an **Ontario Teachers' Certificate of Qualification**, with qualifications in Technological Studies. An approved degree must include at least 15 full-year courses or equivalent.

The **Diploma in Technical Education** will be awarded to candidates who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

However, the **Bachelor of Education** degree will be awarded to holders of the Diploma in Technical Education who, subsequent to receiving this Diploma, submit to the Registrar of OISE/UT proof of having been granted an approved degree from a university whose accreditation is acceptable to the University of Toronto. Only those who received the Diploma in Technical Education after 1975 are eligible for the Bachelor of Education degree.

Technological Studies Areas

"Technological education has moved away from a trade-specific focus to one of integration and the development of transferable skills." This is reflected in the consolidation of areas within technological studies into seven "**broad-based technology**" areas. The descriptions are derived from the "Curriculum Guideline: Broad-based Technological Education" prepared by the Ministry of Education in 1995.

The seven broad-based technology areas are:

1. Communications Technology

Includes the study of live, recorded and graphic communications.

2. Construction Technology

Includes the study of residential, commercial, industrial, recreational and other built environments, including the systems required to maintain and service them.

3. Hospitality Services

Includes the study of tourism and guiding, travel and accommodation, food preparation and serving, and other hospitality issues.

4. Manufacturing Technology

Includes the study of product design, process and production planning, manufacturing processes, and quality control.

5. Personal Services

Includes the study of health care, personal care, child care, and geriatric care.

6. Technological Design

Includes the in-depth study of a variety of design processes that may be used in solving technological challenges in the fields of architecture, communications technology, construction, manufacturing, electronics and transportation. It also includes the development of industrial and commercial products and services, and health, safely and environmental systems.

7. Transportation Technology

Includes the study of land, air and marine transportation from the point of view of personal transportation, mass transit systems, and the transportation of freight and other objects.

Admission Requirements

All applicants who satisfy the admission requirements outlined in this section will be considered for admission. Preference will be given to those applicants who have a relevant three-year diploma or equivalent from a Polytechnical Institute or a College of Applied Arts and Technology or a relevant current Ministry of Training, Colleges and Universities Trade Certificate of Qualification (C of Q)

OISE/UT reserves the right to refuse applicants whose qualifications may fall within the scope of an area of broad-based technology, but which pertain to such a narrow or specialized skill-set as to make these qualifications unsuited for the broad-based technology curriculum of Ontario schools. Similarly, qualifications based on obsolete technology may not be considered.

Applicants must meet all four of the following admission requirements:

1. Ontario secondary school graduation, or its equivalent.

2. An acceptable level of proficiency in oral and written English. (See pages 56 - 58).

3. One of:

   a) five years of skilled full-time wage-earning business or industrial experience in the Technological Studies area for which you are applying (see page 36);

   OR

   b) a combination of post-grade 12 education related to the Technological Studies area for which you are applying, and skilled full-time business or industrial experience totalling at least five years. The latter must include at least two years of skilled full-time wage-earning experience in the selected Technological Studies area of which no fewer than sixteen months must have been spent in continuous employment;

   OR

   c) at least 3700 hours of skilled wage-earning experience and successful completion of a post-secondary education program acceptable to the Ontario College of Teachers and which includes at least 24 months (6 semesters of full-time study) of academic studies related to the Technological Studies area for which you are applying. This wage-earning experience need not be continuous employment.

4. Competence in one Technological Studies area at both the basic and related advanced level. Please refer to the list of areas on page 36. See also the section on page 38 concerning the Technical Proficiency Examination. Broad-based skills related to the selected Technological Studies area, evidence of ongoing training and computer literacy are also considered.

Documentation

Each applicant must submit the following:

1. A completed Ontario Universities' Application Centre (OUAC) TEAS application form with the required application and service fees attached (submitted to the Application Centre in Guelph, Ontario).

2. A completed Technological Studies Profile. (TSAP applicants must also include the TSAP Supplementary Information Form.)

3. Official transcripts from secondary school showing high school courses and proof of high school graduation.

4. Official transcripts from a College of Applied Arts and Technology, a Polytechnic Institute and/or University where applicable. If a transcript does not clearly indicate the type of diploma/degree received and the date received, a photocopy of the actual diploma must be submitted.

5. Skilled wage-earning experience documented in a manner acceptable to OISE/UT.

   NOTE:

   a) Work experience must be skilled, in a formalized employment situation and in the specific Technological Studies area.

   b) To be considered "skilled", work experience must have been undertaken after completion of a formal and defined period of training and skills acquisition in the specific Technological Studies area. Typically, work experience is considered to be "skilled" after acquisition of competence in the specific Technological Studies area.

   c) Skilled wage-earning experience must involve the actual provision of services or the creation of an end-product using skills within the specific area of broad-based technology.

   d) Skilled wage-earning experience must be at the journeyman level as it relates to a trade license or a Certificate of Qualification.

e) If transcripts of a diploma or degree have been submitted in order to fulfill a combination of skilled wage-earning experience and academic requirement, the work experience must be completed after the academic program was completed.
f) Teaching experience is not considered "skilled wage-earning experience" as intended here.
g) Involvement in regulatory and supervisory oversight of activities within a broad-based technology area is not considered "skilled wage-earning experience" as intended here.
h) Applicants from outside Canada should have some Canadian skilled wage-earning experience.

6. Documented proof of competence, and of formal training and skills-acquisition prior to the beginning of skilled employment, through one of the following:

a) A Ministry of Training, Colleges and Universities Certificate of Qualification (C of Q) accompanied by a Certificate of Apprenticeship (C of A) and the details of the examination showing at least **70% (B)** standing in the Technological Studies area for which certification is sought. The C of Q must be accompanied by details of the examination showing final mark **and** a copy of the Certificate of Apprenticeship (C of A). Photocopies are acceptable.
b) A degree or a three-year diploma, supported by an official transcript, from a College of Applied Arts and Technology, a Polytechnic and/or University showing proof of concentrated study (a minimum of 5 full courses) in the Technological Studies area for which certification is sought.
c) A two-year diploma from a College of Applied Arts and Technology, supported by an official transcript, showing proof of concentrated study (a minimum of 5 full courses) in the Technological Studies area for which certification is sought and with an **overall B-range** average in the program.
d) Candidates who do not have a Ministry of Training, Colleges and Universities Certificate of Qualification (C of Q) and have not completed a program of at least two years' duration at a College of Applied Arts and Technology, a Polytechnic Institute and/or University, relevant to the specific Technological Studies area, must submit detailed evidence of equivalent training which occurred prior to the commencement of skilled employment.

NOTE: Proof of competence in the chosen Technological Studies area will be determined in our admissions evaluation. However, OISE/UT reserves the right to require accepted candidates to successfully pass a **Technical Proficiency Examination** (TPE). If necessary, candidates will be tested on the fundamental principles, operations, processes and skills of the Technological Studies area in which certification is sought. The Technological Studies Coordinator will provide further information during the first month of the program.

7. Evidence of an acceptable level of proficiency in oral and written English as described in the OISE/UT Teacher Education English Language Proficiency Policy (see pages 56 - 58).

Additional Information

a) Applicants should be aware that assessment of work experience, skilled training, and academic credentials by OISE/UT is for admissions purposes only. The Ontario College of Teachers is not obliged to accept our assessments and will make its own evaluation for certification purposes.
b) Documentation in a language other than English or French must be accompanied by an official government translation or a translation supported by a declaration sworn before a Notary Public or Commissioner of Oaths attesting to the correctness of the translation. Photocopies of documents will not be accepted unless accompanied by the original, for our verification, and supported by a sworn statement.
c) Applicants who receive an offer of admission will be also required to submit the following:
- A photocopy of a certificate of change of name, where applicable.
- A photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.
- Satisfactory evidence of freedom from tuberculosis before registration (required by the Ontario College of Teachers). (See page 4 for details.)

d) Police record screening is required for certification by the Ontario College of Teachers. (See pages 3 - 4 for details.)

Applications are available at: www.ouac.on.ca/teas

Further information is available from:
OISE/UT Registrar's Office
Initial Teacher Education Admissions Unit
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-926-4701
E-mail: admissions@oise.utoronto.ca
Website: www.ro.oise.utoronto.ca

Program of Study

The Technological Studies program consists of seven components (A-G following), for a total of 5.0 Course Weights. Candidates must successfully complete all seven components of the program in order to be recommended for the Bachelor of Education degree or the Diploma in Technical Education, and the **Ontario Teachers' Certificate of Qualification.**

In addition to the regular September to June delivery, there is also the **Technological Studies Apprenticeship Program (TSAP)**, designed to attract highly skilled trade persons representing teaching subjects in technological studies which are in short supply.

TSAP, when offered, is delivered in two compressed modules, with possibly three different schedules as detailed below, for starting and completing the program:

a) The academic modules in two consecutive Summer Sessions, with the Practicum and Internship in the intervening months.
b) The academic modules in the Summer and Fall Sessions; the Practicum also in the Fall Session; and the Internship to follow in the Winter Session.
c) The academic modules, the Practicum and the Internship in the Winter and Summer Sessions.

TSAP candidates will be required to successfully complete the first academic module before proceeding to the second academic module, the Practicum or Internship.

A) Curriculum and Instruction

(Course Weight 2.0)

Two Technological Studies Curriculum and Instruction courses are required of all candidates:

ETS1040 Curriculum Development for Technological Studies (1.0)
ETS1010 Principles and Methods of Teaching Technological Studies (1.0)

B) Teacher Education Seminar

(Course Weight 1.0)

The Teacher Education Seminar (EDU6000) is required of all students. The Seminar links their experiences across the program, emphasizes professional growth and provides specialized components for secondary candidates.

C) Psychological Foundations of Learning and Development

(Course Weight 0.5)

The Psychological Foundations of Learning and Development course (EDU3506) is required of all students and focuses on psychological principles of learning and development, key concepts such as intelligence and motivation, diversity among learners and interrelations among the learner, the family, the school, and society in relation to learning.

D) School and Society (Course Weight 0.5)

The School and Society course (EDU3508) is required of all students and emphasizes relationships among schools, classrooms, community and society; the diversity of classrooms; teachers' professional work; educational policy and the purposes of education.

E) Related Studies (Course Weight 0.5)

The elective Related Studies courses allow students to pursue individual interests and deepen or broaden their knowledge and skills. (Please see pages 18 - 19 for the list of Related Studies courses.)

F) Practicum (Course Weight 0.5)

The Practicum (EDU4010) is required of all students and consists of two main components: 1) orientation to schools, with a focus on school culture and school community; and 2) classroom practice.

Locations of Practicum Assignments

School Boards

Dufferin-Peel Catholic District School Board
Durham District School Board
Durham Catholic District School Board
Halton District School Board
Halton Catholic District School Board
Hamilton-Wentworth District School Board
Hamilton-Wentworth Catholic District School Board
Peel District School Board
Simcoe County District School Board
Toronto Catholic District School Board
Toronto District School Board
York Catholic District School Board
York Region District School Board

Practicum placements for Primary/Junior and Junior/Intermediate candidates will be in elementary schools. Practicum placements for Intermediate/Senior and Technological Studies candidates will be in secondary schools. All Practicum placements are made through the School-University Partnerships Office (SUPO). Under no circumstances should candidates make their own arrangements with schools.

G) Internship (Course Weight 0.0)

The Internship is required of all students and consists of field-based experience. It allows students to deepen and broaden their skills and knowledge in terms of the Ontario College of Teachers' Standards of Practice for the teaching profession.

Course Descriptions

Course Weights/Hours

- ✦ one full course (1.0) = a minimum of 72 contact hours
- ✦ one half course (0.5) = a minimum of 36 contact hours

NOTES:

1) Courses are listed in alphabetical order.
2) All courses have a course weight of 0.5 unless otherwise noted.
3) Please see pages 19 - 35 for descriptions of the Related Studies courses.

Curriculum Development for Technological Studies ETS1040 (Course Weight 1.0)

This course is an introduction to the theory and practice of curriculum development for Broad-Based Technology programs in secondary schools. The course uses a constructivist approach to promote integrated learning and broad-based technology approaches through activities that lead to the development of unit plans, a course of study, a project outline, a student learning module and a course portfolio. Thematic and project-based strategies are used to address the learning expectations outlined in curriculum guidelines and policy documents and provide a variety of student learning styles, teaching approaches, and assessment and evaluation strategies. Shop safety and workplace safety are themes infused throughout the course.

Internship

The Internship consists of field-based experience. It allows candidates to deepen and broaden their skills and knowledge in terms of the Standards of Practice for the teaching profession developed by the Ontario College of Teachers.

NOTE: Course number and course weight are not applicable to the Internship.

Practicum EDU4010

The practicum consists of two main components: (i) orientation to schools, with a focus on school culture and school community; and (ii) classroom practice related to the candidates specific program. Teacher candidates are assigned, during fall and winter practicum sessions, to schools or other settings approved by the Ontario College of Teachers, for a minimum of forty days of combined observation and practice related to these components. As well, candidates may be involved in additional field activities connected to their program through the year.

Principles and Methods of Teaching Technological Studies ETS1010 (Course Weight 1.0)

This course is an introduction to the methodology and processes of facilitating learning in the Broad-Based Technological Education classroom. The course will provide opportunities to apply pre-instructional planning, instruction and classroom management skills, ongoing and post-instructional assessment and evaluation strategies. Emphasis is on course activities that will focus on teaching and learning theories, the dynamics of team and group learning, and the development of written and oral communication skills. Course activities include lesson planning, team practice teaching, report writing, seminar presentations, and the development of video and print student learning modules.

Psychological Foundations of Learning and Development EDU3506

This course focuses on the psychological principles of learning and development in childhood and adolescence, with particular emphasis on their relevance and application to schooling. Its goal is to introduce students to key psychological concepts, such as intelligence and motivation, and their interrelations with the diverse developmental characteristics of the learner. Students will also be encouraged to consider the independent and interactive roles of the student, the family, the school, and society in the learning process.

School and Society EDU3508

This course will help teacher candidates develop a critical awareness of the intersections among schools, classrooms, communities, and society within the changing context of the learning environment. The course addresses the varieties of students who enter the classroom in terms of their diverse social origins, cultures, identities, and social status. The course helps new teachers understand the ways in which their professional work (inside and beyond the classroom) helps prepare these diverse students to be active participants in a changing society. It engages participants in an examination of the purposes of education, education policy, and of teachers' responsibility to work productively with school colleagues and other adults to achieve equitable access, experiences, and outcomes for all students.

Teacher Education Seminar EDU6000
(Course Weight 1.0)

This course focuses on the connections among the candidates' professional courses, the practicum, and their personal experiences. The course provides opportunities for candidates to synthesize their learning in these areas in order to develop: an understanding of the process of becoming a teacher; a personal identity as a teacher, and a foundation for continuing professional growth as an individual and as a member of the teaching community.

The Teacher Education Seminar provides a context and reinforcement for studies undertaken in the professional courses and the practicum, including: principles of assessment and evaluation; effective learning environments and classroom management; special education; Standards of Practice for the teaching profession; and approaches both for promoting diversity and equity in school programs, and for addressing discrimination.

Master of Arts in Child Study and Education

The Master of Arts in Child Study and Education Program is offered at the Institute of Child Study, a centre of professional teacher training and research in childhood and education, which includes a Nursery through Grade 6 Laboratory School.

The philosophy of this Program is based on the belief that successful teaching requires an understanding of how children's capacities, concerns, and behaviour change with age; how individual differences reflect developmental changes; and how social and physical environments influence children's development.

The Program introduces students to educational and developmental theory and research relevant to educational settings, showing how this research can inform classroom practice. Students also learn how to objectively study children, using both practical assessment and formal methods of inquiry. These areas of knowledge combined with knowledge of effective teaching methods and learning environments result in educational practices that build on children's current levels of development.

The Program requires two years of full-time study leading to a Master of Arts degree. Eligible graduates are recommended to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification,** which qualifies the holder to teach in the primary and junior divisions of Ontario Schools.

Students in this program are subject to the rules and regulations of the School of Graduate Studies and should refer to the OISE/UT Bulletin and the School of Graduate Studies Calendar for full details.

For detailed information, visit the Registrar's Office website:
www.ro.oise.utoronto.ca/

Master of Teaching in Human Development and Curriculum

The Master of Teaching (M.T.) degree program in Human Development and Curriculum is a two-year program of study leading to a Master of Teaching degree. Upon successful completion of this Program, students will be recommended to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification** which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools.

The Human Development and Curriculum Program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The Program provides students with a strong conceptual grounding in human development, cognitive psychology, educational technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves to enhance and extend the theoretical and practical experiences of students preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers.

Students in this program are subject to the rules and regulations of the School of Graduate Studies and should refer to the OISE/UT Bulletin and the School of Graduate Studies Calendar for full details.

For detailed information, visit the Registrar's Office website:
www.ro.oise.utoronto.ca/

Other Programs of Interest to Prospective Teachers

This listing is for general information only. For official program descriptions and application information, please consult the calendars of the divisions concerned.

Faculty of Arts and Science

University of Toronto at Mississauga (UTM)

Exceptionality in Human Learning

The four year specialist undergraduate degree program provides a good preparation for applicants to the OISE/UT Bachelor of Education degree program or the Master of Arts in Child Study and Education degree program (for kindergarten to grade 6).

Mathematics Education

OISE/UT and the University of Toronto at Mississauga have agreed to a partnership to enhance the preparation of secondary school teachers of mathematics. Students in the undergraduate degree program at the University of Toronto at Mississauga will enrol in the program during their third year.

During their fourth year, students will take a special mathematics course designed to be good preparation for students wanting to pursue a career in teaching and will participate in a field experience in a secondary school working with a mentor teacher. Their work at OISE/UT will build upon their prior learning.

The Early Teacher Project

A four year undergraduate degree program in science and mathematics leading to admission to the OISE/UT Bachelor of Education degree program. Students in this project take a UTM Science Education course which includes science pedagogy in elementary and secondary schools. While completing their undergraduate credits, students in this project are assisted by a UTM placement officer in gaining necessary experiences in Mississauga schools prior to their acceptance into the B Ed. degree program.

University of Toronto at Scarborough (UTSC)

The Early Teacher Project

A four year undergraduate degree program in the Physical Sciences and in French Language Education leading to admission to the OISE/UT Bachelor of Education degree program.

Faculty of Music

Music Education

A four year undergraduate degree program in music education which provides a good preparation for music applicants to the OISE/UT initial teacher education degree programs.

School of Physical and Health Education

Physical and Health Education

A four year undergraduate degree program which provides a good preparation for physical and health education applicants to the OISE/UT Bachelor of Education degree program. Prospective teachers should pay particular attention to the "Preparation for Teaching Option".

Teachers' Associations of Ontario

Ontario College of Teachers/L'Ordre des enseignantes et des enseignants de L'Ontario

121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: 416-961-8800
Telephone: 1-888-534-2222 (within Ontario)
Fax: 416-961-8822
E-mail: info@oct.ca
Website: www.oct.ca

L'Association des enseignantes et des enseignants franco-ontariens (AEFO)

681, chemin Belfast
Ottawa, Ontario K1G 0Z4
Téléphone: 613-244-2336
Téléphone: 1-800-267-4217
Télécopieur: 613-563-7718
Télécopieur: 1-800-609-7718
Site web: www.franco.ca/aefo

Elementary Teachers' Federation of Ontario (ETFO)

480 University Avenue, Suite 1000
Toronto, Ontario M5G 1V2
Telephone: 416-962-3836
Telephone: 1-888-838-3836
Fax: 416-642-2424
Website: www.etfo.ca

Ontario English Catholic Teachers' Association (OECTA)

65 St. Clair Avenue East, Suite 400
Toronto, Ontario M4T 2Y8
Telephone: 416-925-2493
Telephone: 1-800-268-7230
Fax: 416-925-7764
Website: www.oecta.on.ca

Ontario Secondary School Teachers' Federation (OSSTF)

60 Mobile Drive
Toronto, Ontario M4A 2P3
Telephone: 416-751-8300
Telephone: 1-800-267-7867
Fax: 416-751-3394
Website: www.osstf.on.ca

Ontario Teachers' Federation (OTF)

1300 Yonge Street, Suite 200
Toronto, Ontario M4T 1X3
Telephone: 416-966-3424
Telephone: 1-800-268-7061
Fax: 416-966-5450
Website: www.otffeo.on.ca

Qualification Evaluation Council of Ontario (QECO)

1300 Yonge Street, 2nd Floor
Toronto, Ontario M4T 1X3
Telephone: 416-323-1969
Telephone: 1-800-385-1030
Website: www.qeco.on.ca

Fees

✦ Administrative User Fees
✦ Library Fees and Fines
✦ Tuition Fees

The University reserves the right to alter fees and other charges described in the Calendar. To be officially registered, tuition fees must be paid. For full details on the tuition fees and fees refunds, consult the University's fees website: **www.utoronto.ca/fees**

1. The minimum first payment for the initial teacher education program, and outstanding payments for any previous session at the University of Toronto, must be made prior to registration in September or you may not be allowed to register. Students who have applied for OSAP assistance prior to May 31, and cannot pay the required fees before receiving their OSAP funds, may obtain a temporary deferment of fees.

2. The total fee for the session is assessed to your account at registration. If you have not paid the total amount of fees owing, service charges will be assessed as follows: all outstanding balances, regardless of source of payment, or when the course or program is held, are subject to a service charge of 1.5% per month compounded, first assessed on November 15th and on the 15th of each month thereafter (regardless of the day of the week on which the 15th falls) until paid in full.

3. Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. Notification of withdrawal must be made in writing to the Registrar.

4. International Students whose visa status in Canada changes during the session may be eligible for a fee adjustment under one of the approved provisions. To receive an adjustment you must report your status change and present supporting documents prior to October 31, in the first term and January 31 in the second term.

Administrative User Fees (2004/2005)	**$**
Calendar for persons not registered in OISE/UT	4.00
Copy of record	15.00
Duplicate tax receipts	5.00
Faculty Service Fee	70.00
Final marks (replacement copy)	13.00
Late registration fee (plus $5.00 per day)	44.00
Letters/Forms of Confirmation	7.00
Official transcripts	10.00
Replacement of Calendar	4.00
Replacement of student/library card	12.00

Library Fees and Fines (2004/2005)	**$**
Damaged book or serial	45.00
Lost book	145.00
Lost bound serial	245.00
Lost unbound serial	75.00
Overdue fines	
• Books and serials (per day per item)	.50
• Short-term loan books and serials (per hour, per item)	.50
• Short-term loans beyond 24 hours (per day, per item)	7.50
• Reserved/Recall books and serials (after 7 days of notice)	2.00
• Software (per day, per item)	5.00

Bachelor of Education and Diploma in Technical Education Tuition Fees (2004/2005)	
Academic fee	**$**
Domestic students	4,643.00
International students	13,109.00
Non-academic incidental/ancillary fees	877.16
University Health Insurance Program	
Domestic students	-----
International students	532.85
Total fee payable	
Domestic students	5,520.16
International students	14,519.01

Financial Assistance and Awards

NOTE: Master of Arts in Child Study and Education and Master of Teaching in Human Development and Curriculum candidates should refer to the OISE/UT Graduate Studies Bulletin.

Additional Qualification candidates should refer to the OISE/UT Additional Qualification Calendar.

✦ Financial Assistance

Policy on Student Financial Support

The University of Toronto's Policy on Student Financial Support states, as a fundamental principle that "No student admitted to a program at the University should be unable to enter or complete the program due to a lack of financial means." This guarantee, which is implemented through the UTAPS program (see below) is designed to ensure that all students have access to the resources necessary to meet their needs as assessed by a common mechanism. This mechanism is based on the Ontario Student Assistance Plan (OSAP). The University of Toronto is unique among Canadian universities in providing this assurance of financial support.

Ontario Student Assistance Program (OSAP)

The Ontario Student Assistance Program (OSAP) provides needs-based financial assistance to Ontario residents who are Canadian citizens or permanent residents. Students in course loads of sixty per cent or greater are considered for both federal and provincial interest-free student loans to assist with educational and living expenses. The Ontario Student Opportunity Grant provides partial forgiveness of loans on an annual basis for students who have incurred large debt loads.

It is strongly recommended that students apply for OSAP assistance prior to May 31. Students from other Canadian provinces should apply through their provincial financial aid authority. Admissions and Awards can provide addresses and in many cases, application forms.

OSAP application forms can be accessed at:
http://osap.gov.on.ca

Further information may be obtained from:
Admissions and Awards
315 Bloor Street West
University of Toronto
Toronto, Ontario M5S 1A3
Telephone: 416-978-2190.
OR
OISE/UT Student Services Office
252 Bloor Street West, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca
Website: www.fcis.oise.utoronto.ca/~stuserv

Ontario Bursary for Students with Disabilities

Non-repayable assistance of up to $7,000 is available for OSAP recipients who have special education expenses as a result of a disability. Information and applications are available from Admissions and Awards. Detailed information on this program is also available on the OSAP website.

UTAPS (University of Toronto Advance Planning for Students)

Students are first expected to rely on OSAP assistance up to the level of the maximum OSAP loan. UTAPS is a University of Toronto program of financial support to students whose needs have not been fully met after receiving maximum government aid from OSAP. The University will provide assistance in the form of a non-repayable grant that covers the difference between OSAP-assessed need and the maximum allowable loan provided to the student. You are automatically considered for UTAPS if you apply for OSAP. Out-of-province students must fill out a special application form available from the Office of Admissions and Awards.

University of Toronto Work-Study Plan

This program is funded by the University and the Ministry of Training, Colleges and Universities and provides on-campus part-time employment to students with financial need. Students are expected to have applied to OSAP but

those with special circumstances may also be considered providing financial need can be demonstrated. Eligibility information and applications are available from Admissions and Awards.

OISE/UT Bursary

The OISE/UT Awards Committee offers non-repayable bursaries to students registered in the Bachelor of Education/Technological Studies program who demonstrate financial need. The bursary is intended to supplement the student's own resources, including government assistance. Students are expected first to apply for, and qualify for, an OSAP loan, although special circumstances are sometimes considered. If you are seeking financial counselling, or wish to discuss your personal circumstances in confidence, please make an appointment to see a counsellor in the OISE/UT Student Services Office.

Applications are available from:
OISE/UT Student Services Office
252 Bloor Street West, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca
Website: www.oise.utoronto.ca/studentservices

✦ Special Bursaries

Christopher Parker Memorial Fund

This fund was established to provide a one-time grant to support full-time OISE/UT students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited, to students with hearing impairments.

Percy H. Taçon Memorial Bursary

This bursary, in the amount of $500, will be awarded annually to a student registered in the Visual Arts option of the Bachelor of Education program. Recipients will be selected on the basis of financial need and demonstrated ability to make a significant contribution to the field of art education. Candidates must apply to the OISE/UT Awards Committee by November 1.

✦ Entrance Awards

The Borthwick-Duckworth Scholarship

One or more awards, to the value of the annual income of the endowment, will be granted by the OISE/UT Awards Committee to a person/persons admitted to the Bachelor of Education program at OISE/UT. Founded as a Memorial. Preference will be given to student(s) in financial need who have demonstrated academic ability and a liberal philosophy on social, political and religious issues, and who wish to teach in elementary or secondary schools.

M. Penelope Carter Award

One award, to the value of the annual income of the endowment, will be granted by the OISE/UT Awards Committee to a person admitted to the Bachelor of Education program in the Intermediate/Senior divisions who will enrol in English. The recipient must have graduated from the University of Toronto with high academic standing in a Specialist or Major Program in English. In addition, the demonstrated financial need of the applicant, especially as related to family responsibilities, will be considered. The value of this award is expected to be approximately $5,000.

The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted for the following academic year to the Intermediate/Senior Division in the Bachelor of Education program and who apply for this award. Applications are submitted to the Awards Committee. Recipients will be notified by August 1.

The John J. Del Grande Scholarship

This scholarship of $1000 is presented annually to a student entering the OISE/UT Bachelor of Education program with Mathematics as a designated teaching subject and who has demonstrated academic excellence in Mathematics and a strong experience profile. The recipient must have earned a 4-year degree from an accredited university and have successfully completed at least 7 full university courses in Mathematics (including courses in Mathematics, Statistics or Computer Science).

Prof. Arthur Louden Memorial Entrance Scholarship in Science

One or more awards to the value of the annual income will be made by the OISE/UT Awards Committee to persons admitted to the Intermediate/Senior Division in the Bachelor of Education program who will enrol in Science

and have best demonstrated high academic achievement in Biology or Chemistry or Physics, and have a desire to teach Science. The maximum value of each award is $5,000.
The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted for the following academic year to the Intermediate/Senior Division of the Bachelor of Education program who have selected Science as a teaching subject and who apply for the award. Applications are submitted to the Awards Committee. Recipients will be notified by August 1.

Dr. and Mrs. R. L. Peterson Memorial Entrance Award

One or more awards of $1000 each, up to the value of the annual income, will be awarded to a person(s) admitted to the Intermediate/Senior division of the OISE/UT Bachelor of Education program who will enrol in Science (Biology, Chemistry, Physics or Science General) and who best demonstrate(s) a commitment to conservation and activities providing preparation for a career in teaching. Candidates must also have good academic standing and demonstrate financial need.

The recipient will be selected by the OISE/UT Awards Committee by August 1, from persons admitted for the following academic year to the Intermediate/Senior divisions of the Bachelor of Education program who have selected Science and Environmental Science as their teaching subjects and who apply for the award. The application deadline is July 1.

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education

One or more awards to the value of the annual income of the endowment (approximately $1000) will be granted by the OISE/UT Awards Committee to a person or persons admitted to the Bachelor of Education program in the Primary/Junior divisions who has best demonstrated academic achievement and a strong desire to teach children in the Primary/Junior grades.

The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted for the following academic year to the Primary/Junior divisions of the Bachelor of Education program and who apply for the award. Applications are submitted to the Awards Committee. Recipients will be notified by August 1.

Roseann Runte Award

One award will be granted by the OISE/UT Awards Committee to a student admitted to the Bachelor of Education program. Preference will be given to a female student who shows evidence of commitment to pursuing a career in education and promise as an educational leader. In addition, financial need must be demonstrated. The value of this award is expected to be approximately $200. The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted for the following academic year to the Bachelor of Education program. Recipients will be notified by August 1.

University of Toronto Vari Scholarships

One or more awards of not more than $10,000 will be made to persons admitted to the Intermediate/Senior divisions of the Bachelor of Education program. Applicants for the Vari Scholarship are expected to have good academic standing in a four-year degree and a strong Applicant Profile. Selection is also based on a letter of reference from a professor, performance on the GRE General Test, and performance on a competitive essay. To be eligible for the Vari Scholarship, applicants must have resided in Ontario for twelve months prior to the beginning of the term of study and demonstrate financial need.

Applications for the Vari Scholarship are available from the OISE/UT Registrar's Office, Initial Teacher Education Admissions Unit, during the application period for the Bachelor of Education program and must be submitted by the application deadline for the Bachelor of Education program.

✦ Awards of Honour

The staff and students of the Bachelor of Education program have established three awards to recognize excellence in scholarship and pedagogy in each of the three concentrations. They are presented to students selected from those who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and OISE/UT. In addition, a fourth award recognizes an outstanding contribution to the life of OISE/UT. Unless otherwise noted, no application is required for any of the following awards.

Primary/Junior Award of Honour

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to the outstanding student in the Primary/Junior concentration of the Bachelor of Education program.

Junior/Intermediate Award of Honour

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to the outstanding student in the Junior/Intermediate concentration of the Bachelor of Education program.

Intermediate/Senior Award of Honour

The staff and students of the Bachelor of Education program, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior concentration of the Bachelor of Education program who most demonstrates 'outstanding qualities of scholarship, teaching ability, and character'.

Award for Outstanding Contribution to the Life of the Faculty

This award, in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974, is presented to a student who has demonstrated excellence in leadership and participation in the Councils and activities of the Bachelor of Education program. Nominations for this award may be made to the OISE/UT Awards Committee by staff and students by a deadline established each spring.

Arnolds Balins Award

This award is presented annually to a student of Geography in the Bachelor of Education program on the basis of academic standing, concern for others, perseverance, and qualities of leadership. (Approximate value: $500 - $600)

Mark A. R. M. Crowe Memorial Award

This award, honouring the memory of a gifted teacher will be given annually at the completion of the academic year. The recipient(s) will be a student(s) in the Intermediate/ Senior, History and/or Politics programs who best exemplifies the qualities of the late Mr. Crowe: compassion, dedication and excellence in teaching. The value of the award will be the annual income, in $500 allotments as available.

Robert Morrice Crowe Award

This award, established by Mrs. Irene Crowe, is given at the conclusion of the academic year to a Bachelor of Education student who has demonstrated excellence in teaching Music and Mathematics, and has been successful in being sensitive to the needs of his/her pupils. The value of the award will be the annual income. (Approximate value: $750)

James W. Fair Award in Elementary Education

This annual award will be made to a student in the Primary/Junior or Junior/Intermediate concentrations of the Bachelor of Education program who has made an outstanding contribution to the program and has displayed teaching proficiency, leadership, care and concern for others, full participation in the program and activities of OISE/UT, and an intention to pursue further study in education. (Approximate value: $900 - $1,000)

R. J. McMaster Award

This award was established by the friends and colleagues of Professor R. J. McMaster and is awarded annually to the outstanding student in the Intermediate/Senior English program at OISE/UT. (Approximate value: $50)

O. E. C. T. A. Award of Excellence

The Ontario English Catholic Teachers' Association has established this award of $200 and an O.E.C.T.A. pin for the student in the Bachelor of Education program who is an associate member of the O.E.C.T.A., has successfully completed the religious education course, and has demonstrated outstanding practice teaching and academic performance.

OISE/UT Commendation

This annual award, in the form of a certificate, is presented to individual students or groups of students for outstanding achievement during the academic year.

R. Darrel Phillips Award

This general proficiency award was established as a memorial to Professor R. D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of that Department. It is awarded annually to the student in the Technological Studies program who achieves the highest academic average. (Approximate value: $100 - $250)

P. A. Petrie Huron County Scholarship

This award will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the Bachelor of Education program (Mathematics and/or Science teaching option) at OISE/UT, University of Toronto. Preference will be given to a candidate who is a graduate of a Huron County secondary school. (Approximate value: $900 - $1000)

Alexander Pringle Seggie Award

The award will be made annually to the student in the Bachelor of Education program who shows the greatest all round achievement in academic standing, practice teaching and contribution to the program. (Approximate value: $600 - $650)

A. P. Seggie Memorial Award

The Ontario Business Education Association each year honours the outstanding candidate in Business Studies. The name of the recipient is placed on a plaque which was established in memory of Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974.

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)

This scholarship is awarded to a full-time student in the Bachelor of Education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration. (Approximate value: $750 - $850)

✦ Award Winners 2003-2004

(Bachelor of Education and Diploma in Technical Education)

Primary/Junior Award of Honour
Angela Dinneen

Junior/Intermediate Award of Honour
Lisa McDonald

Intermediate/Senior Award of Honour
Mikail Jabir

Arnold Balins Award
Christine Agnew

Borthwick-Duckworth Scholarship
Krista Dawn Brown

The M. Penelope Carter Award
Linda Jean Edwards

Mark Crowe Memorial Award in History and Political Science
Sarah Khemchand
Grace Ventura

James W. Fair Award in Elementary Education
James Souray

John J. Del Grande Scholarship
David Erskine-Kellie

The Professor Arthur Louden Memorial Entrance Scholarship in Science
Joseph Thomas Dodgson
Kari-Ann Draker
Katharine M. W. Gladwish
Donald Lawrence Leuschner
Sameena Rehman

The R. J. McMaster Award
Fraser Cowell

O.E.C.T.A. Award of Excellence
Elvira Rainone

OISE/UT Commendation
Tania Nur Akon
Sarah Cassel
Erin Crawford
Andrea Lynn Del Sole
Anna Maria Dinatale
Deborah L. Kimmerly
Mariana LaNeve
Brenda Gale Leonard
Georgina Elizabeth Marucci
Elaine Stephanie Ricketts
Laura Tiffany Yap
Dean Yeats
Peter K.S. Yu

The Dr. and Mrs. R. L. Peterson Memorial Entrance Award
Zudzana Maria Eperjesi
Jessica Lynn Janjic
Marina Makhover
Anand Mahadevan
Ebenezer Mbianda Mbachu

The P. A. Petrie Huron County Scholarship
Dianne Kurelek

The R. Darrel Phillips Proficiency Award
James Armstrong

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education
Vickie Lai Kei Tam

A.P. Seggie Memorial Award - Business
Claudia Ricci

Alexander Pringle Seggie Award
Binh Chang

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)
Timothy Sullivan

University of Toronto Vari Scholarship
Brian Leichnitz
Luanne S. Karn
Juliana E. Vani

Student Services and Facilities

On the following pages is brief information about some of the student services and facilities available at OISE/UT and at the University of Toronto. OISE/UT students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided in the handbook, ***'Getting There'***. It describes the Career Centre, Hart House activities, the Athletic Centre, Legal Aid, Health Service, Housing Service, the International Student Centre, the work of the University Ombudsperson, and the services of the Students' Administrative Council (SAC), the Association of Part-time Undergraduate Students (APUS) and the Graduate Students' Union (GSU). Copies of the handbook are given to all students at registration.

OISE/UT Services and Facilities

Alumni Association

For information about the OISE/UT Alumni Association, please contact the Development and Alumni Affairs Office, located on the twelfth floor.

Contact: Office of Development and Alumni Affairs
Location: 252 Bloor Street West, Room 12-101
Telephone: 416-923-6641 ext. 2234

Education Commons

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE/UT community. At the main campus and through field operations, in person and through electronic means, the Education Commons seeks to provide "one-stop-shopping" for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE/UT activity.

Students will have access to:

- A specialized collection in the field of education including:
  - •Extensive reference materials
  - •Over two thousand journal titles in the library and over 14,000 electronically-available journal titles
  - •Complete microfiche holdings of the ERIC document as well as online access to 1993+ documents in full text
  - •Materials on teaching the theory and methodology of curriculum from preschool through adult levels
  - •School board curriculum materials, textbooks and content resources used in Ontario schools
  - •A representative collection of children's literature
  - •A varied and extensive collection of computer software, videotapes, and other multimedia materials
- A collection of over 9.5 million items plus over 5 milllion microforms located in the numerous libraries of the University of Toronto Library System
- A wide range of Internet resources including remote library catalogues
- Reference assistance in accessing information on courses and research assignments
- Instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet
- A variety of computers that support standard productivity tools, specialized research software, and teaching/learning resources
- Face-to-face mediated learning opportunities and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology
- A variety of multimedia production and viewing resources, including support for telecommunication, interactive video and computer graphic
- Learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, email and the World Wide Web

Complete information on how the Education Commons and its staff can support your work at OISE/UT can be obtained from the websites listed below:

✦ Education Commons
Telephone: 416-923-6641 ext. 2763
Website: www.oise.utoronto.ca/ec

✦ Library
Telephones:
Circulation Desk: 416-926-4719
Reference Desk: 416-926-4718
Website: www.oise.utoronto.ca/ec/library

Indigenous Education Network (IEN)

The IEN is a self determining organization founded, within OISE/UT in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE/UT and a forum for discussion on issues relating to Aboriginal education and research. The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN. Co-chairs representing both faculty and students lead the IEN.

The IEN supports Aboriginal students and their study interests in education while at OISE/UT; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is comprised of Aboriginal students, alumni, and faculty in initial teacher education and graduate studies in all departments at OISE/UT plus non-Aboriginal faculty and students interested in Aboriginal education and research. The IEN invites interested faculty and students to participate in its network.

Location: 252 Bloor Street West, Room 7-191
Telephone: 416-923-6641 ext. 2286
E-mail: ien@oise.utoronto.ca
Website: www.oise.utoronto.ca/other/ien/ienpage.html

International Students

A special effort is made to welcome students from abroad and to meet their special needs. On one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

International Students' Association (ISA)

OISE/UT's International Students' Association (ISA) arranges "buddies" for incoming students from abroad; holds an orientation meeting and monthly luncheon meetings for academic and cultural exchange, and holds social and cultural events and activities. It works jointly with other organizations to serve international students interests and represents international students on committees and councils established at OISE/UT. It helps international students become inextricably woven into the fabric of the OISE/UT community. The ISA represents the international students' perspective on issues, concerns and problems that require a collective solution and looks into the specific needs of the international students. The ISA is also represented on the GSA General Council.

Location: 252 Bloor Street West, Room 8-107
Telephone: 416-926-4733
E-mail: isa@oise.utoronto.ca

Kidspace Daycare

Kidspace Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE/UT. Kidspace is licensed to care for a maximum of 24 children between the ages of 2 1/2 and 5 1/2. The children are cared for by qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Children wishing to attend Junior or Senior Kindergarten are accompanied to Huron Public School in the afternoon. Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is sometimes available. Fee subsidies are available but must be applied for from the Metro Toronto Children's Services Department.

Location: 252 Bloor Street West, First Floor
Telephone: 416-926-4702.
Fax: 416-926-4725
E-mail: rrakoff@oise.utoronto.ca

Student Services Office (OISE/UT)

The primary purpose of the Student Services Office is to support and enhance the development of students as they proceed through their academic and professional training at OISE/UT. The Office provides individual student counselling on financial matters, loans and bursaries. In addition, special services to students with a disability are coordinated through this office.

Director: Louise Cowin
Manager: Allan Shatzky
Location: 252 Bloor Street West, Room 5-103
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca
Website: http://fcis.oise.utoronto.ca/~stuserv

University-wide Services and Facilities

Aboriginal Student Services and Programs - First Nations House

First Nations House is located on the St. George Campus and houses the Office of Aboriginal Student Services and Programs (OASSP) and the Native Students Association. The Office provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Founded in 1992, the focus of the Office has been to support and assist Aboriginal students in entering and acheiving academic success, and to create a space at U of T where Native people from across Canada can work and grow in a community environment which reflects the distinctive culture of Aboriginal Nations. First Nations House provides a home for Aboriginal people on campus, is a place for the Native community in Toronto to interface with the university, and a place where the university community can learn about Native people.

Contact: The Office of Aboriginal Student Services and Programs
Location: First Nations House
563 Spadina Avenue, Third Floor
University of Toronto
Toronto, Ontario M5S 1A1
Telephone: 416-978-8227
Fax: 416-978-1893
E-mail: fnh.info@utoronto.ca
Website: www.fnh.utoronto.ca

Accommodation and Cost of Living

The following figures represent the approximate costs for a single student living in Toronto for twelve months in 2003/2004, excluding tuition:

Accommodation	$7,200
Books/Supplies	.917
Clothing	.600
Food	3,895
Health insurance (UHIP) (international students)	.612
Local transportation	1,122
Miscellaneous	.3,587
TOTAL	**.$17,933**

Career Centre

The University of Toronto Career Centre provides programs and services to assist Masters and Doctoral students in planning, developing and managing their careers. We recognize that the needs of graduate students are different from those of undergraduates. To this end, a list of resources that will help the graduate student plan for employment within and without the academy has been put together. Working in collaboration with deans and/or divisional chairs, the Career Centre will offer tailored career management courses within graduate departments to meet the unique needs of students within that discipline.

Location: Koffler Student Services Centre
214 College Street,
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8000
Website: www.careers.utoronto.ca

Community Safety Coordinator

The Community Safety Coordinator is responsible for coordinating ongoing education and outreach initiatives directed at improving personal safety and security on campus. The position also involves case management and police liaison on behalf of persons reporting violence, and the coordination of the University's personal safety programs. The Coordinator works closely with the complementary services provided by other equity officers, faculty and staff associations, various campus groups and the Office of Student Affairs.

Location: 21 Sussex Avenue, 2nd Floor
Toronto, Ontario M5S 1J6
Telephone: 416-978-1485
Fax: 416-978-1099
Website: www.utoronto.ca/communitysafety/

Disability Services for Students

The mandate of this service is to facilitate the inclusion of students with disabilities and chronic health conditions into all aspects of university life. Their focus is on skills development, especially in the areas of self-advocacy and academic skills. Services are provided to students who have a physical, sensory or learning disability, mental health disorder, acquired brain injury or chronic health condition. Students who have temporary disabilities (eg. broken dominant arm) are also eligible to receive services. All discussions are confidential and information is disclosed only with permission of the student.

Location: Robarts Library
130 St. George Street, First Floor
Toronto, Ontario M5S 1A5
Telephone: 416-978-8060 (Voice)
T.D.D.: 416-978-1902
Fax: 416-978-8246
E-mail: disability.services@utoronto.ca
Website: www.sa.utoronto.ca

Family Care

The Family Care Office offers assistance with issues faced by students, staff and faculty who are balancing family responsibilities with educational and career pursuits. The Family Care Office can help you access the most appropriate on or off campus services to meet the needs of your family, whether the issue is family law or marital counselling, play groups or day care for adults with Alzheimer disease.

Location: Koffler Student Services Centre
214 College Street, 2nd Floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-0951
Fax: 416-946-5466
E-mail: family.care@utoronto.ca
Website: www.library.utoronto.ca/familycare

Hart House

At Hart House, you'll find everything a body needs in a uniquely soul-restoring environment. Whether you're interested in art, music, debates, photography, fitness, film, drama, chess, bridge, scuba diving—you name it, you can find it at Hart House. For many students, Hart House is a home away from home. As a student, you're automatically a member. Within Hart House are a full-service athletic facility, serene common rooms with fabulous fireplaces, two restaurants, a renowned art gallery, and library. Visit Hart House for a meal, a beer or a workout. Listen to the latest music in the Record Room, or meet with friends in one of the comfortable sitting rooms. Hart House also offers use of a beautiful farm north of the city on the Niagara Escarpment.

Location: 7 Hart House Circle
Toronto, Ontario M5S 3H3
Telephone: 416-978-2452
Website: www.utoronto.ca/harthouse

Health Services

Health Service offers a wide range of services for U of T students. The health team includes Family Physicians, Registered Nurses, a Community Health Coordinator, a Health Promotion Nurse, support staff and peer educators. Physician services include comprehensive medical care, counselling and referrals. Nurses provide information and a range of services including dressing care, immunizations and travel health education. Diagnostic tests and procedures, ordered in the clinic, are performed by a full-time lab technician in the on-site laboratory.

All students need health insurance coverage - for example, OHIP, other provincial plans, **UHIP,** or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. The University Health Insurance Plan (UHIP) is compulsory for international students. Please contact **<www.library.utoronto.ca/isc/>** for UHIP information.

Location: Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8030
E-mail: health.services@utoronto.ca
Website: www.utoronto.ca/health

Housing

The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date on-campus and off-campus housing, single and family housing, as well as other information a student might need to assist in locating and arranging suitable student housing.

Location: Koffler Student Services Centre
214 College Street, 2nd floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8045
Fax: 416-978-1616
E-mail: housing.service@utoronto.ca
Website: http://eir.library.utoronto.ca/studenthousing/

International Student Centre (ISC)

The goal of the ISC is to provide services that promote and support international education at the university. All members of the university community, both international students and Canadians are welcome to come to the ISC and meet in a relaxed and informal atmosphere. The facilities of the Centre are used for social events, cultural programs and other activities of an international nature. In addition to programs organized by the many cultural, ethnic, and other student groups which use the ISC, the Centre organizes events and activities to introduce international students to Canada and help to bring the world to all students of the university.

Location: 33 St. George Street
Toronto, Ontario M5S 2E3
Telephone: 416-978-5646
E-mail: isc.information@utoronto.ca
Website: www.library.utoronto.ca/isc/

Lesbian, Gay, Bisexual, Transgendered, Queer Resources and Programs Office

The University of Toronto is committed to providing equality and opportunities for all, by providing a safe, welcoming, working and learning environment that is free of discrimination and harassment against lesbians, gays, bisexuals, transgendered and queer people. All students, employees and alumni of the University are entitled to enjoy the services, facilities, resources and opportunities offered by the University with the same freedom as heterosexuals.

Location: Koffler Student Services Centre
214 College Street, Room 307
Toronto, Ontario M5T 2Z9
Telephone: 416-946-5624
Fax: 416-971-2037
E-mail: lgbtq.resources@utoronto.ca
Website: http://lgbtq.sa.utoronto.ca

Race Relations and Anti-Racism Initiatives Office

The Race Relations and Anti-Racism Initiatives Office serves the three campuses of the University under a mandate that includes responsibility for dealing with discrimination and harassment on the basis or race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.

Location: 21 Sussex Ave.
Toronto, Ontario M5S 1J6
Telephone: 416-978-1259
Fax: 416-946-8296
Website: www.library.utoronto.ca/equity/

Sexual Harassment Office

Sexual harassment is unwanted sexual attention and includes any unwelcome pressure for sexual favours, or any offensive emphasis on the sex or sexual orientation of another person which crates an intimidating, hostile or offensive working or learning environment. The Sexual Harassment Office deals with complaints under the University's Policies and Procedures: Sexual Harassment. Members of the university may also contact the office on an informal basis for information or assistance in resolving an issue. Calls to the office, and the complaints procedure itself, are confidential.

Location: 40 Sussex Avenue, 3rd floor
Toronto, Ontario M5S 1J7
Telephone: 416-978-3908
Fax: 416-971-2289
Website: www.utoronto.ca/sho

Status of Women Office

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the identification and removal of systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude.

Location: Office of the President, Simcoe Hall
27 King's College Circle, , Room 109B
Toronto, Ontario M5S 1A1
Telephone: 416-978-2196
Fax: 416-971-2295
E-mail: status.women@utoronto.ca
Website: http://status-women.utoronto.ca

Policies and Regulations

NOTE: Students should consult the website <**www.utoronto.ca/govcncl/pap/alphapol**> for full details on the following policies and for additional Policies and Regulations governing graduate and undergraduate studies at the University of Toronto, e.g.:

- Policies and Principles for Admission to the University of Toronto
- Access to Official Student Academic Records
- Code of Behaviour on Academic Matters (which includes offences such as plagiarism)
- Code of Student Conduct

English Language Proficiency Policy

NOTE: This policy relates to the Bachelor of Education and Diploma in Technical Education/Ontario Teachers' Certificate of Qualification Program only. Master of Arts in Child Study and Education and Master of Teaching in Human Development and Curriculum candidates should refer to the OISE/UT Graduate Studies Bulletin.

English is the language of instruction for all initial teacher education courses at OISE/UT, with the exception of some Modern Language Education courses. Consequently, to be successful in these courses and in the Practicum and the Internship, candidates must demonstrate a high degree of proficiency in both oral and written English.

As well, successful candidates receive certification to teach in schools where English is the language of instruction, and where the primary obligation of the elementary and secondary school teacher is to meet the needs of the learner. To do this effectively the teacher must be able to communicate effectively in English, the students' language of instruction. OISE/UT is committed to producing graduates who possess strong English language skills to meet these needs, and who will also be competent and effective role models in the use of oral and written English.

Thus, all applicants to the Bachelor of Education and Diploma in Technical Education/Ontario Teachers' Certificate of Qualification Program, as well as Ontario College of Teachers' Special Students applying for Additional Qualification Courses for Educators, are required to give evidence of their oral and written proficiency in English.

A. Acceptable Levels of Proficiency in English

For Applicants To The Diploma In Technical Education Program

All students applying for admission to the Diploma in Technical Education/Ontario Teacher's Certificate of Qualification Program, must satisfy one of the following criteria:

a) their mother tongue or first language is English
OR
b) they have studied full-time for at least four years (or equivalent) in an English language school system located in a country where the first language is English
OR
c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iv) which follows.

For Applicants To The Bachelor of Education Degree Program

All students applying for admission to the Bachelor of Education/Ontario Teacher's Certificate of Qualification Program must satisfy one of the following criteria:

a) their mother tongue or first language is English
OR
b) they have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English
OR
c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iv) which follows.

For Ontario College of Teachers Special Students Applying For Additional Qualification Courses for Educators

All teachers seeking Ontario Certification who have been directed by the Ontario College of Teachers to take professional courses at a faculty of education, and who apply for Additional Qualification Courses for Educators to complete such requirements, must satisfy one of the following criteria:

a) their mother tongue or first language is English
OR

b) they have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English

OR

c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-v) which follows.

B. Acceptable Tests and Required Scores

NOTE: All tests must have been taken within the 3 years prior to the date of application to the OISE/UT Teacher Education programs.

i) An official statement of results of **TOEFL** (Test of English as a Foreign Language) for either the new computer based test or the previous paper-based test. These two tests, although equivalent, use different grading scales.

Applicants who take the computer based test must submit an official statement of results showing a minimum score of 250, and also have a minimum Essay Rating Score of 6.0, as well as the **TSE** (Test of Spoken English), with a minimum score of 55.

Applicants who have taken the paper based test must submit an official statement of results showing a minimum score of 600, and the **TWE** (Test of Written English), showing a minimum score of 6.0, as well as the **TSE** (Test of Spoken English), showing a minimum score of 55.

OR

ii) An official statement of results of **IELTS** (International English Language Testing System) showing an overall band score of 7 and no band score of less than 5.

OR

iii) An official statement of results of **MELAB** (Michigan English Language Assessment Battery), showing a score of 92 and also the Oral Interview component, showing a rating of 4.

OR

iv) An official statement of the results of **TOP** (Test of Oral Proficiency) showing a minimum score of 7.0 and **TOW** (Test of Written Proficiency) with a minimum score of 3.0.

OR

v) An official statement of the results of the **University of Toronto, School of Continuing Studies' English Language Academic Preparation Course** completed at the 600 Level with a grade of at least 'B'.

C. Deadline for Submitting Evidence of English Language Proficiency

The deadline for submitting evidence of oral and written proficiency in English will be the same as the deadline for submitting transcripts and the Applicant Profile to OISE/UT for the respective Bachelor of Education and Diploma in Technical Education/Ontario Teacher's Certificate of Qualification Program application/admission cycle. In the case of applicants for Additional Qualification Courses for Educators, the deadline would be that which is published for each session.

D. Testing Agency Information

Information about the content of tests, test dates, test requirements and applicable fees may be obtained from:

1. TOEFL (Test of English as a Foreign Language)
TWE (Test of Written English)
TSE (Test of Spoken English)
Educational Testing Service, P. O. Box 6151
Princeton, New Jersey, U.S.A. 08541-6151
Telephone: 609-921-9000
Website: www.toefl.org

2. IELTS (International English Language Testing System)
University of Cambridge Local Examinations Syndicate
1 Hills Road
Cambridge, U.K. CB1 2EU
Website: www.ielts.org/index.html

Applicants may also contact their nearest British Council Office. The only **North American IELTS** test site is at Conestoga College of Applied Arts and Technology in Kitchener, Ontario. Information regarding scheduling for IELTS at this location may be obtained by contacting the IELTS Administrator at 519-748-5220 ext. 603.

3. MELAB (Michigan English Language Assessment Battery)
English Language Institute
Testing and Certification Division
3020 North University Building
The University of Michigan
Ann Arbor, Michigan, U.S.A. 48109-1057
Telephone: 313-764-2416/763-3452
E-mail: melabelium@umich.edu
Website: www.isa.umich.edu/eli/melab.html

OR

The Toronto MELAB Test Centre
New College, Room 2045
University of Toronto
Toronto, Ontario M5S 2Z3
Telephone: 416-946-3942

4. **TOW (Test of Written Proficiency)**
   TOP (Test of Oral Proficiency)
   429 Danforth Avenue - Box 462
   Toronto, Ontario M4K 1P1
   NOTE: This is a mailing address only
   Telephone: 416-962-2673
   E-mail: info@copetest.com
   Website: www.copetest.com

5. **The University of Toronto, School of Continuing Studies, English Language Academic Preparation Course**
   Telephone: 416-978-5104
   Fax: 416-971-2839
   E-mail: carolyn.bercu@utoronto.ca
   Website: http://learn.utoronto.ca/esl/news.asp

Applicants who feel that they require further information concerning our English Language Proficiency requirement may wish to contact:

OISE/UT Registrar's Office
Initial Teacher Education Programs
Admissions Unit, Room 4-455
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-926-4701
Fax: 416-923-7834
E-mail: admissions@oise.utoronto.ca

Grading Practices - Bachelor of Education and Diploma in Technical Education Programs

NOTE: Grading Practices for the following programs are printed in the calendars specific to each of those programs and are also available from: **www.ro.oise.utoronto.ca**

- ✦ Graduate Studies in Education
- ✦ Additional Qualification Courses for Educators

A. Evaluation Procedures - Courses

1. During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:
   i) a list of all assignments, with due dates;
   ii) the weighting factor or percentage allotment for each course requirement;
   iii) statement on the procedure used to determine final grades;
   iv) a description of the format and nature of the final examination (where applicable).

2. After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the students enrolled in the course. Any change shall be reported to the Dean (or designate).

3. Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students with time for its discussion.

4. Student performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.

5. For each course at least one piece of term work which is a part of the evaluation of a student's performance, whether essay, lab report, review, etc., shall be returned to the student prior to the last date for withdrawal from the course without academic penalty.

6. Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.

7. All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies and, when necessary, may require that the grades as submitted be reconsidered. OISE/UT has the final responsibility for assigning the official course grade.

B. Evaluation Procedures – Practicum

The evaluation of student performance in the Practicum will include the following:

1. A formal statement describing the evaluation process, including the criteria to be used in assessing the performance of students and the appeal mechanisms available. This statement will be available to all students before the beginning of the first Practicum session.

2. A formative (interim) performance evaluation with written documentation for each Practicum session with feedback to the student.

3. Written documentation of the summative (final) evaluation of the Practicum session.

C. Evaluation Procedures – Internship

The evaluation of student performance in the Internship will include the following:

1. A formal statement describing the criteria to be used in determining if the requirements of the Internship have been completed successfully, and the appeal mechanisms available. This statement will be available to all students before the beginning of the Internship.

2. Written documentation of the successful completion of the Internship.

D. Conditions for Final Standing

1. Students will be evaluated on all seven components of the program:
   - Curriculum and Instruction
   - Teacher Education Seminar
   - Psychological Foundations of Learning and Development
   - School and Society
   - Related Studies
   - The Practicum
   - The Internship

2. i) Grades in the Curriculum and Instruction subjects, Teacher Education Seminar, Psychological Foundations of Learning and Development, School and Society, and Related Studies, will be reported in the Refined Letter Grade Scale of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.
   ii) Grades in the Practicum will be reported on the summative evaluation form as Pass or Fail. On the student's grade report and transcript, however, a final Pass grade will be recorded as a Credit (CR) and a final Fail grade will be recorded as a No Credit (NCR).
   iii) Completion of the Internship requirement will be reported as "Successfully Completed" or "Unsuccessful" on the grade report and transcript.

3. The relationship among the letter grade scale, the grade meanings, the scale of numerical marks and the grade point value for all components of the program, excluding the Internship, is as follows:

i) Grade Scale for Courses

Letter Grade	Grade Meaning	Scale of Numerical Marks	Grade Point Value
A+		90 - 100%	4.0
A	Excellent	85 - 89%	4.0
A-		80 - 84%	3.7
B+		77 - 79%	3.3
B	Good	73 - 76%	3.0
B-		70 - 72%	2.7
C+		67 - 69%	2.3
C	Adequate	63 - 66%	2.0
C-		60 - 62%	1.7
D+		57 - 59%	1.3
D	Marginal	53 - 56%	1.0
D-		50 - 52%	0.7
F	Inadequate	0 - 49%	0.0

ii) Grade Scale for the Practicum

Letter Grade	Grade Meaning
CR (Credit)	Pass
NCR (No Credit)	Fail

iii) Internship

Does not have a grade scale

4. A grade assigned in a course is not an assessment of standing within the program. To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Certificate of Qualification (Ontario College of Teachers), a student must attain:

   i) a minimum of a **D-** grade in each course in the following components of the program:
      - Curriculum and Instruction
      - Teacher Education Seminar
      - Psychological Foundations of Learning and Development
      - School and Society
      - Related Studies

   ii) a minimum of **an overall C+ average (2.3 GPA)** in five components:
      - Curriculum and Instruction
      - Teacher Education Seminar
      - Psychological Foundations of Learning and Development
      - School and Society
      - Related Studies

      The overall average will take into account course weights.

   iii) a Credit **(CR)** in the Practicum.*

   iv) successful completion of the Internship.**

*A student must receive a **Pass** in each scheduled Practicum session (includes all summative evaluations). A student who receives a **Fail** in one Practicum session may be given the opportunity of earning a **Pass** in an additional Practicum session prior to the Internship, subject to review and approval by the School-University Parterships Office (SUPO). This opportunity will be given only once. A student who receives a **Fail** in more than one session of the Practicum will receive a final grade of **NCR (No Credit)** for the Practicum component of the program and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education nor for the Certificate of Qualification (Ontario College of Teachers).

**A student who does not successfully complete the Internship may be given another opportunity to complete this program requirement within the next academic year subject to review and approval by the School-University Parterships Office (SUPO).

E. Supplemental Privileges

1. Students not satisfying the Conditions for Final Standing may be granted supplemental privileges by the Dean's Review Committee.
2. Supplemental privileges granted in E.3 and E.4 below are limited to a combined total of two courses irrespective of the credit value of the course.
3. A student may be granted supplemental privileges in a course in which an **F** has been received. There are no supplemental privileges for a final grade of **NCR** in the Practicum component of the program nor for an unsuccessful Internship.
4. A student who receives a final grade of **C, C-, D+, D or D-** in a course may be granted supplemental privileges in that course if the student's overall average in the program is less than a **C+ (2.3 GPA)**.
5. A supplemental privilege may take the form of an examination or another method of satisfying the requirements of the course or program as determined by the Dean's Review Committee.
6. The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the student's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree or the Diploma in Technical Education and the Certificate of Qualification (Ontario College of Teachers).
7. No student will be permitted to take more than twice any final examination, or part thereof, for any degree, diploma or certificate listed in the Calendar, except by permission of the Appeals Committee of the Council of the Faculty.

F. Student Access to Examination Papers

1. Copies of final examination papers for the preceding academic year are available in the OISE/UT Education Commons/Library. These are available for review by students upon request. In some cases instructors may be granted an exemption from filing an examination paper. Exemptions may be granted by the Dean (or designate). In those cases, an exemption notice will be filed in place of the copy of the examination.
2. A student has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A student also has the right to review his or her examination, with a representative of the Elementary or Secondary Program setting the examination. A fee covering administrative costs and copying costs (where applicable) will be levied and must be paid prior to the review.

G. Withdrawals

A student may withdraw from the Bachelor of Education degree or Diploma in Technical Education program without academic penalty on or before March 31. If a completed "Withdrawal from the University" form is submitted to the Registrar before the official deadline, the designator **WDR** (withdrawn without academic penalty) will be entered on the student's academic record. A student who withdraws without notifying the Registrar, in writing, will be assigned a grade of **F** or **NCR**, as appropriate, in all courses. A student who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

H. Conflict of Interest

Where the instructor or a student has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Dean (or designate), who shall take steps to ensure fairness and objectivity.

I. Procedures in the Event of Disruptions

1. Principles

The following principles shall apply in the event of disruption of the academic program:

i) The academic integrity of academic programs must be honoured; and
ii) Students must be treated in a fair manner, recognizing their freedom of choice to attend university classes or not without penalty.

2. Procedures

i) The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.
ii) Individual instructors responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.
iii) Changes to the classroom procedures should, where possible, first be discussed with students prior to the class in which a vote of the students present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Dean (or designate) with a report on the attendance at the class where the vote was taken.
iv) Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Dean (or designate) with his or her recommendation, along with the results of any classroom votes. The Dean (or designate) shall then make a decision.
v) Where classes are not able to convene, the instructor, with the prior approval of the Dean (or designate), shall make changes deemed necessary to the classroom procedures. In the absence of the instructor, the Elementary or Secondary Program Coordinator shall consult with the Dean (or designate). Any changes made will be submitted to the Provost for approval. Where courses are to be cancelled, approval of the Council of the Faculty is required. If the Council of the Faculty cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.
vi) Students must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume, students must be informed, at class, of any changes made during the disruption.
vii) Where changes to the classroom procedures are made, students who do not wish to complete the course under the revised procedures may withdraw without academic penalty. This must be done prior to the last day of classes.
viii) Where students have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.
ix) A student who feels, owing to his or her special circumstances, that changes to the classroom procedure have unreasonably affected his or her grade, may appeal the grade following the procedures as set out in each division.

Appeal Procedures

Bachelor of Education and Diploma in Technical Education Programs

(Students in the Master of Arts in Child Study and Education and Master of Teaching in Human Development and Curriculum programs should refer to the OISE/UT Graduate Studies Bulletin)

A. Appeal of Academic Grades

A student may discuss a disputed grade informally with the instructor(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

1. A student may appeal, in writing, a disputed grade to the instructor responsible, within two weeks of receiving the disputed grade. The student will present to the instructor a written statement detailing the grounds of the appeal and the resolution sought. The instructor will provide the student with a written statement giving the rationale for granting or denying the appeal.

2. The student may appeal the decision of the instructor, in writing, to the Chair of the Department within two weeks of receiving the decision. The Chair of the Department will seek to arbitrate the dispute. If the matter cannot be settled, the Chair of the Department, in consultation with members of the Department, will review the case and submit to the student and the instructor, in writing, the ruling of the Department and the rationale for the decision.

3. The student or instructor may, within two weeks of receipt, appeal the ruling of the Department, through the Registrar, to the Appeals Committee of the Faculty Council of OISE/UT. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, instructor and Chair of the Department. The committee will review the case and, through the Registrar, submit in writing, to the parties concerned, the decision of the committee, and the rationale for the decision.

4. The student, the instructor or the Chair of the Department may, within two weeks of receipt, appeal the ruling of the Appeals Committee in writing through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE/UT. The Chair of the OISE/UT Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE/UT may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE/UT, to the parties concerned.

5. The student may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE/UT.

B. Appeal of Failures in Practice Teaching

A student may discuss a failure of a practice teaching session with the associate teacher(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

NOTE: As associate members of the Ontario Teachers' Federation (OTF), students should be aware of the regulations made under the Teaching Profession Act.

1. A student may appeal, in writing, the failure assigned by the associate teacher to the Coordinator of Practice Teaching within two weeks of receiving the report. The student will present to the Coordinator a written statement detailing the grounds of the appeal. The Practice Teaching Coordinator will send, within three working days, a copy of the student's appeal to the associate teacher. The Practice Teaching Coordinator, in consultation with the student, the associate teacher, the principal of the school, and the faculty instructor familiar with the student's performance, will review the case and submit a written statement to the student giving the rationale for granting or denying the appeal.

2. The student or the associate teacher may, within two weeks of receipt, appeal the decision of the Practice Teaching Coordinator, through the Registrar, to the Appeals Committee of the Faculty Council of OISE/UT. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, the associate teacher and the Practice Teaching Coordinator. The committee will review the case and, through the Registrar, submit in writing to the parties concerned, the decision of the committee, and the rationale for the decision.

3. The student, the associate teacher or the Practice Teaching Coordinator may, within two weeks of receipt, appeal the ruling of the Appeals Committee, through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE/UT. The Chair of the OISE/UT Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE/UT may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks

prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE/UT, to the parties concerned.

4. The student may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE/UT.

C. Applicability of Faculty Regulations

The Registrar's Office normally handles matters regarding the applicability of faculty regulations.

A student petitioning the applicability of faculty regulations will present to the Registrar a written statement detailing the grounds of the request and the resolution sought. The Registrar, in consultation with the Dean, will provide the student with a written statement giving the rationale for granting or denying the request.

Academic Sanctions For Students Who Have Outstanding University Obligations

In order to receive University degrees or diplomas, or to be recommended for Ministry of Education or Ontario College of Teachers certificates, students must have discharged all recognized University obligations: tuition fees, academic and other incidental fees, residence fees and other residence charges, library fines, bookstore accounts, loans made by colleges, faculties or the University, Health Service accounts, charges for unreturned or damaged instruments, materials and equipment, and orders for the restitution, rectification or the payment of damages, fines, bonds for good behaviour, and requirement of public service work imposed under the authority of the **Code of Student Conduct.**

The following academic sanctions will be imposed on students who have outstanding recognized University obligations:

- Statements of results or official transcripts of records, or both, will not be issued.
- The University will not release either the official document (normally called diploma) which declares the degree, diploma or certificate earned nor provide oral confirmations or written certification of degree status to external enquiries; will not make recommendations for Ontario College of Teachers teaching certificates. Indebted graduands will be allowed to walk on stage and have their names appear on the convocation program.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied, first, to outstanding University debts and, second, to current fees.

Transcripts

All requests for transcripts of academic records, with the exception of the Additional Qualification Courses for Educators and the Principals' Qualification Program, must be directed to the consolidated transcript centre at the following address:

University of Toronto Transcript Centre
100 St. George Street, Room 1006
Toronto, Ontario M5S 3G3
Telephone: 416-978-3384
Fax: 416-978-2487
Website: www.rosi.utoronto.ca

Transcripts of **Additional Qualification Courses for Educators** including the **Principals' Qualification Program (PQP)** should be directed to the address below. Other than periods when the demand for transcripts is heavy, requests will be processed within 5 - 10 working days.

The Records Officer
OISE/UT Registrar's Office
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-926-4743

Officers of the University
2004/2005 (Partial List)

Chancellor
The Honourable V. Poy, B.A., M.A.

Chair, Governing Council
T.H. Simpson, B.A.Sc., M.B.A., LL.D.

President and Chief Executive Officer
R.J. Birgeneau, B.Sc., Ph.D.

Vice-President & Provost
V. Goel, M.D., C.M., M.Sc., S.M., F.R.C.P.(C)

Vice-President and Chief Advancement Officer
J. Dellandrea, B.A., M.Ed., Ed.D.

Interim Vice-President, Business Affairs
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Vice-President, Government and Institutional Relations
C. Tuohy, B.A., M.A., Ph.D.

Vice-President, Human Resources
A. Hildyard, B.Sc., M.A., Ph.D.

Vice-President, Research and Associate Provost
J.R.G. Challis, Ph.D., D.Sc., M.I.Biol., F.R.S.C.

Vice-President and Principal, University of Toronto at Mississauga
I. Orchard, B.Sc., Ph.D.

Vice-President and Principal, University of Toronto at Scarborough
K. Shun, B.A., M.Phil., B.Phil., Ph.D.

Vice-Provost, Planning and Budget
S.G. Zaky, B.Sc., M.A.Sc., Ph.D.

Vice-Provost, Relations with Health Care Institutions
C.D. Naylor, M.D., D.Phil., F.R.C.P. (C)

Vice-Provost, Space and Facilities
R.D. Venter, B.Sc., M.Eng., Ph.D.

Vice-Provost, Students
D.H. Farrar, M.Sc., Ph.D.

Assistant Provost and Special Assistant to the Provost
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L. Charpentier, B.Sc., M.B.A.

Director, Office of the President and Assistant Vice-President
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Assistant Vice-President, Human Resources
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Assistant Vice-President, Technology Transfer
P. Munsche, B.A., M.A., Ph.D.

Chief Capital Projects Officer
J. Bisanti, B. Tech.

Acting Assistant Vice-President, Facilities and Services
R. Swail, B.A.

Acting Chief Financial Officer
S. Brown, B.A., M.B.A.

Chief Librarian
C. Moore, B.A., M.L.S.

University Registrar
K.J. Swift, B.Sc., M.Ed.

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Cover, designed by Celeste Lemire, includes the OISE/UT logo and a list of the Bachelor of Education teaching subjects.

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January

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CALENDAR 2005

January

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						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

CALENDAR 2006

January

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
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May

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
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CALENDAR 2007

January

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April

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1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
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May

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
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July

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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September

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						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
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October

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28	29	30	31			

November

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				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December

S	M	T	W	T	F	S
						1
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Notes

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